

College Year in Athens

ARCH 367
Aegean Prehistory: The Rise & Fall of the Bronze Age Cultures



Instructor: Angelos Papadopoulos, PhD
Office hours: After each class/ visit or by appointment

1. Course description

This course provides an exploration of the Aegean prehistory from the Neolithic times (7th millennium BCE) up to the beginning of the Early Iron Age (11th c. BCE), focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people. When people began to build permanent settlements? Why the deceased are buried frequently with grave offerings? How can civilisations collapse? Does the climate have an impact on populations' well-being? What information can we get from images when textual documentation is lacking?

Students will be introduced to theoretical and interpretative methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations will be discussed offering a fresh look on the large number of sites in the areas of interest. Finally, the students will be able to experience site (such the Mycenaean architectural remains at the Acropolis of Athens and the ancient Agora) and museum visits (e.g. the National Archaeological Museum and the Museum of Cycladic Art) as well as unique hands-on activities in order to study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age.

Aims

- To study the emergence of social complexity as well as the cultural and technological processes that took place in the Aegean during the Bronze Age;
- To explore the unique material culture of these areas in museums and sites in order to ensure familiarity;
- To familiarise the participants with the various approaches, theories and models regarding the interpretation of this material culture;
- To place various aspects and themes of Aegean archaeology within the wider Eastern Mediterranean context.

Learning Outcomes

By the end of the course the students will:

- Familiarise themselves with the prehistoric archaeology of the Aegean through personal experience and extensive bibliographic research;
- Improve their critical skills in reading and debate through extensive discussions and exchanges of points of view between themselves and their instructors;
- Be further aware of the application of scientific methods in the interpretation of the archaeological data.

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.

2. Studying for the course

i) *Required Reading*

For each class/ visit the Reading of one or two papers is Required. The participants should 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.

ii) *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 *Recommended Reading* consists of a list of publications, all of which are available at the CYA library 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 the Aegean region.

iii) *Course Study Guide*

A Course Study Guide will be given to you in Week II so that you can use it for key-aspects of Aegean archaeology, chronologies, maps and other useful information. Bear in mind that this is only a Study Guide and not a textbook as it cannot replace your attention in class and the study of the Required Readings.

iv) *Handouts*

The handouts will include basic key words, research questions and important issues that will be discussed in class (that could be the basis of your essay titles) and the Required and Recommended Readings.

v) *Online resources*

There are several online resources on Aegean Prehistory some of which you will find below:

General information

- Dartmouth Aegean Prehistoric Archaeology
<http://www.dartmouth.edu/~prehistory/aegean/>
(Very useful summaries of topics with extra bibliography)
- Nestor Aegean Bibliography
<http://classics.uc.edu/nestor/index.php/nestorbib>
(An amazing search tool for relevant bibliography)
- Metropolitan Museum of Art, Heilbrunn Timeline of Art History
<http://www.metmuseum.org/toah/>
(Essays and objects of interest)
- Foundation of Hellenic World
<http://e-history.gr/en/index.html>
(The history of Greece in chapters)

Museum websites and guides

- Herakleion Museum (of Minoan Crete)
<http://heraklionmuseum.gr/>
- 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
- Latsis Foundation, The Museums Cycle
<http://www.latsis-foundation.org/default.asp?pid=92&la=2&libID=1>
(especially for Mycenae, Thera, the National Archaeological Museum and the Herakleion Archaeological Museum)

vi) Instead of a textbook...

Although it is not considered as a textbook for this course, the following book contains a wealth of information and bibliographic references. If you want to take it from the library for the entire semester, simply ask the librarian.

- Preziosi, D. and L. Hitchcock (1999) *Aegean Art and Architecture*. Oxford University Press.

3. Assessment

i) Attendance and participation (10%)

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office.

In our course the policy is simple: when you miss a class for any reason, you are requested a) to get notes from your fellow students and b) to provide your instructor with a summary (one page long) of the *Required Reading* (see below) of the day of absence (within 5 days). Unexcused absences or non-delivered make-up work will affect the Final Grade.

In order to be more involved in the course, you are requested to create small groups of three or four participants: The Merchants, the Metalsmiths, the Farmers, the Warriors, etc. As members of these research teams you will be working together in order to complete short assignments and activities based on the topic of the classes, for example you will create a short Captain's logbook when during one of the Museum visits. These activities will be distributed throughout the semester.

Note: See Appendix I for a scoring rubric

Important note: Regarding field trips, please refer to **pages 7-8**

ii) Research essay (30%):

The participants are required to write one research essay

Format: Use Times New Roman font, 1.5 space, size 12 and preferably footnotes (no endnotes or in-text references).

Length: Each essay should be no more than 2000 words (*excluding* bibliography, tables, maps and illustrations).

Essay title: You can either choose from the available list of topics (**see page 10**) or select a new one that suits your own questions and interests, always in discussion with your instructor. In any case, you are strongly advised to contact your instructor well before the deadline and discuss thoughts and queries you may have.

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 paper to the instructor as a hard copy that you will leave at his mailbox and electronically via email.

Note: See Appendix I for a scoring rubric

<i>Research essay submission deadline: TBA</i>
--

iii) The Debate: Group presentations (20%)

Towards the end of the semester (Date TBA, class no. 23) we are going to explore the various theories that have been put forward to explain the collapse of the Bronze Age societies in the Aegean and the Eastern Mediterranean. Students will be divided into pre-agreed research groups in order to present and support one (or a combination) of the various hypothesis. Each member of the group will present a part and a lively discussion will take place. Tricky question: Was there a Trojan War around that time?

Note: See Appendix I for a scoring rubric

Debate date: TBA

iv) Mid-term quiz (15%)

A short quiz will take place instead of mid-term exams, so that you and the instructor will get an idea about your progress up to that moment.

Mid-term quiz: TBA

v) Final examinations (25%):

At the end of the course a written exam will take place at the facilities of College Year in Athens. This will include short questions, illustration analysis and a short essay, all of them deriving from the Required Reading and the teaching (powerpoint presentations included).

Examinations: TBA

The Final Grade is broken down as follows:

- Class attendance & participation: 10%
 - Research essay: 30%
 - Debate : 20%
 - Mid-term quiz: 15%
 - Final examinations: 25%
- Total: 100%*

Hint: The sooner you start, the less stress you will face (you will need less coffee too).

In summary:

<i>Project/ Assignment</i>	<i>Date/ Deadline</i>
Mid-term quiz	TBA
Research essay	TBA
The Debate	TBA
Final examinations	TBA

4. Upgrading the course to 400-level (ARCH 467)

If you wish, you can attend this course as at a 400 level, which means that you need to dedicate more time in researching for your essay and do an individual presentation towards the end of the semester. For information, please contact me and ask for the 400-level requirements.

5. Hints, tips and points of interest

Access to bibliography

Libraries:

- Library of the College Year in Athens. Do check our very own Reserve Shelf.
- Blegen Library of the American School of Classical Studies at Athens (for access and arranged visits talk to the CYA Librarian Ms Georgia Katsarou, Mon-Thu 09.00-16.00).

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.

Outdoor activities

There will be plenty of outdoor activities, such as visits to museums, excursions to archaeological sites and city walking. 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.

6. Field Study

The semester Field Study trips are ideal for this class, as the connection between human activities and landscape will be highlighted and become comprehensive. All cultures are depended on the natural resources and the geomorphological settings of the region they are developed. Wood supply, stone and metal quarries, fertile lands for agricultural, proximity to the sea and rivers, mountain ranges, natural bridges or

barriers have a massive impact on the shaping of local identities, social hierarchies and technological advance. At the same time, participants will explore through personal autopsy and experience some of the most important sites, such as Mycenae and Knossos.

As a result, these trips will allow you to comprehend the complete picture of Bronze Age societies by combining the information from the indoors classes, the artefacts exhibited in the museums and, during travelling around Greece, the archaeological sites and their surroundings. This is a unique opportunity to appreciate and discuss the character of the Aegean Bronze Age through a holistic approach.

Crete

The trip to Crete will add significantly to our understanding of the Minoan palatial societies and how the fact that it is an island in the crossroads of three continents allowed prehistoric Cretans to develop their unique character. The major site of Knossos, as well as the Archaeological Museum of Herakleion will provide the ground for fruitful discussions on the nature of prehistoric Crete and together with our indoors classes we will trace the evolution from Pre-Palatial to the Post-Palatial period of this unique culture.

Peloponnese

On a totally different basis, CYA's trip to the Peloponnese offers a whole different range of information. We are going to explore the Mesolithic and Neolithic cave of Franchthi, as well as the palatial sites of Mycenae and Pylos, which will allow us to comprehend the different, yet similar in many ways, state formation process of the mainlanders in comparison to Crete. The landscape of the Peloponnese allowed the formation of different polities, a fact that will be the focus of several classes and museum visits at Athens.

Assignment (part of the class Attendance and Participation grade, see page 5)

A short (3-5 pages) archaeological guide per research group is requested for these Field Study trips, i.e. one guide per trip. You are requested to discuss through your own eyes and experiences the two different landscapes (Crete and Peloponnese) and to offer some thoughts on the level of impact these landscapes had on the local communities/ chiefdoms/ polities. You can add your own photographs, drawings or other visual data and submit it one week after each school trip.

Short calendar of activities

Note: Exact dates of classes are to be announced as they vary between semesters.

CYA	College Year in Athens (Room TBA)
NAM	National Archaeological Museum at Athens
MCA	Museum of Cycladic Art
BSA	British School at Athens
Acropolis	The Acropolis of Athens
Agora	The ancient Agora of Athens

Date	Title	Venue	Notes
TBA	1. Introduction. Chronology, Geography and the history of research	CYA	
TBA	2. The Neolithic culture of Greece	NAM	
TBA	3. The Neolithic household and society	CYA	
TBA	4. Burial practices and settlement in the Early Bronze Age Cyclades	CYA	
TBA	5. The art of Early Bronze Age Cyclades	NAM	
TBA	6. Before the palaces: a look at Pre-palatial Crete	CYA	
TBA	7. The emergence of the Palaces in Crete	CYA	
TBA	8. Minoan Crete at its peak: The Neopalatial period	CYA	
TBA	9. New Kingdom Egypt	NAM	
TBA	10. The Art of Neopalatial Crete	CYA	
TBA	11. The town of Akrotiri at Thera	NAM	
TBA	12. The last days of Akrotiri	CYA	* Mid-term quiz
TBA	13. The mainland during the Early Bronze Age	CYA	
TBA	14. Wall-paintings: A passport to the past	CYA (lab)	
TBA	15. The Shaft Graves of Mycenae	NAM	
TBA	16. A Mycenaean citadel	Acropolis	
TBA	17. Exploring the 'invisible' Bronze Age Athens	Agora	*Research essay
TBA	18. Pottery: How, why, when, what does it mean?	BSA	TBC
TBA	19. The art of the Mycenaean palaces	NAM	
TBA	20. Trade and exchange: Sea routes and shipwrecks	CYA	
TBA	21. Moving between the Aegean and the Levant	CYA/MCA	
TBA	22. Mycenaean architecture	CYA	
TBA	23. Systems collapse and the LH IIIC period	CYA	*The Debate
TBA	24. Wrap-up and review session	CYA	
TBA	Final examinations	CYA	*Examinations

Suggested research essay Topics

(Check also the 'Food for Thought' for each class)

1. Early Bronze Age metallurgy
2. Scientific methods in archaeology
3. Carbon-14 dating
4. The Corridor Houses
5. Thoughts and views on 'palatial redistribution'
6. The town of Akrotiri on Thera
7. The Shaft Graves of Mycenae: Social stratification and complexity
8. The citadels of Mycenae and Tiryns: Compare and contrast
9. The Uluburun shipwreck
10. The End of the Bronze Age in the Eastern Mediterranean
11. The Cemetery of Perati, Attica
12. Iconography as a source of information for the everyday life.
13. The Neolithic 'Revolution'
14. The Early Cycladic marble figurines
15. Defining a 'palace'
16. Why people bury their dead with offerings?
17. The 'Mask of Agamemnon'
18. The weapons of the Mycenaeans
19. Linear A/ Linear B
20. The Phaistos Disc
21. The Palace of Pylos
22. Knossos and its environs
23. Trojan War: Myth or reality?
24. The quest for copper (and tin)
25. Scientific approaches to prehistoric archaeology

These are just rough titles. Alter them if you like and/or create your own.

Analytical calendar of activities

Date TBA

Venue: CYA

1. Introduction. Chronology, geography and the history of research

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. Issues of chronology will be addressed and we shall discuss briefly the key-characters in the history of research in the prehistoric Aegean.

Required reading

Mee 2011: 1-7

Shelmerdine in Shelmerdine 2008: 1-18

Recommended Reading

Bintliff 2012: 11-27

Dickinson 1994: 23-29

Manning in Cline 2010: 11-28

Muhly in Cline 2010: 3-10

Preziosi and Hitchcock 1999: 7-20

Renfrew and Bahn 2001 (for various chapters on archaeological science)

Tartaron 2008: 83-161

Food for thought

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

Date TBA

Venue: NAM

2. The Neolithic culture of Greece

Description

Major events took place in the Aegean region during the Neolithic period (6800-3200 B.C.). The stabilization of climate and the systematic farming, stock-breeding, trade of raw material and finished products and production of pottery vessels led to the establishment of permanent settlements. This visit to the National Archaeological Museum will allow us to explore the material culture of this period (including some famous pieces of golden jewellery) and discuss the case of the major sites of Dimini and Sesklo.

Required reading

Theocharis in Valavanis 2007: 184-195

Recommended reading

Andreou in Cline 2010: 643-659

Bintliff 2012: 46-82

Perlès 2001 (various chapters)

Food for thought

- How can we identify social hierarchy in Neolithic Aegean?

Date TBA

Venue: CYA

3. The Neolithic household and society

Description

After our examination of the Neolithic material culture exhibited at the NAM, we are going to explore the permanent structures and try to reconstruct their function and how Neolithic societies were stratified. The main focus of this class will be on the Final Neolithic (*ca.* 4500-3200 B.C.).

Required reading

Tomkins in Cline 2010: 31-49

Recommended reading

Perlès 2001: 173-199

Preziosi and Hitchcock 1999: 33-44

Souvatzi 2015: 63-106

Food for thought

- The cultural and technological innovations of the Neolithic period and their impact in the shaping of the Bronze Age societies that followed

Date TBA

Venue: CYA

4. Burial practices and settlement in the Early Bronze Age Cyclades

Description

We are going to explore some of the major sites that the early Cycladic people lived and explore how some of these towns grew out to become major ports. However, a great amount of information on everyday life comes from the study of burial practices and it deserves our attention.

Required reading

Sherratt in Galanakis 2013: 84-101

Recommended reading

Bintliff 2012: 102-122

Preziosi and Hitchcock 1999: 53-57

Food for thought

- What might have been the function of the Cycladic folded-arm figurines?

Date TBA

Venue: NAM

5. The art of Early Bronze Age Cyclades

Description

The material culture of the Early Bronze Age Cyclades, a very distinctive island civilisation, is well represented at the collection of the NAM which includes marble figurines, weapons, vessels and tools. We are going to investigate the various beliefs and ideologies behind these distinctive objects and at the same time discuss how a major limitation of study, the looting and illicit trade of antiquities, can damage the study of the ancient world.

Required reading

Betancourt 2007: 9-26

Recommended reading

Broodbank in Shelmerdine 2008: 47-76

Doumas 2000: 18-50

Renfrew in Cline 2010: 83-98

Food for thought

- Compare the social organization of EBA societies in the mainland with their contemporaries in Crete.

Date TBA

Venue: CYA

6. Before the palaces: a look at Pre-palatial Crete

Description

It is now time to start exploring the magnificent island of Crete, long before Knossos, Phaistos and other so-called Palaces were built. It is the time of the Early Minoan Period in Crete. Tholos tombs with multiple inhumations, bronze objects, contacts with the Aegean, specially designed pottery are all signs that definitive cultural change.

Required reading

Wilson in Shelmerdine 2008: 77-104

Recommended reading

Fitton 2002: 37-65

Tomkins and Schoep in Cline 2010: 66-82

Watrous in Cullen 2001: 157-223

Food for thought

- Why did the EM people use multiple burials?

Date TBA

Venue: CYA

7. The emergence of the Palaces in Crete

Description

At the beginning of the 2nd millennium B.C. Crete enters a new cultural era, that of the First Palaces. After centuries of occupation, major architectural complexes appear at Knossos, Mallia, Zakros and Phaistos that appear to be the focal point of the local communities; it has even been suggested that these were Protopalatial ‘states’. This class will focus on the architecture, material culture and the foreign relations of these major centres and discuss their function according to recent scholarship.

Required reading

Fitton 2002: 66-108

Recommended Reading

Bintliff 2012: 123-154

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

MacDonald in Cline 2010: 529-540

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

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

Watrous in Cullen 2001: 157-223

Food for thought

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

Date TBA

Venue: CYA

8. Minoan Crete at its peak: The Neopalatial period

Description

The complex political geography and the economic activities of the Neopalatial centres will be explored in this session. The sites of Knossos, Phaistos and Mallia seem to have been culturally inter-related states (or polities), yet politically independent and perhaps equal. This “peer-polity” model will be analysed and discussed over the new data, especially the recent discovery of a new “palace” at Galatas.

Required reading

Bennet in Bang and Scheidel 2013: 235-243

Recommended Reading

Fitton 2002: 109-179

Hamillakis in Driessen *et al.* 2002: 179-199

Hallager in Cline 2010: 149-159

Mee 2011: 47-50

Preziosi and Hitchcock 1999: 89-109

Rehak and Younger in Cullen 2001: 383-473

Younger and Rehak in Shelmerdine 2008: 140-164

Food for thought

- According to the available evidence, which seem to be the power relations between the major Minoan centres during the MM III-LM I period?

Date TBA

Venue: NAM

9. New Kingdom Egypt

Description

This visit to the very impressive collection hosted by NAM aims at introducing students not only to the world famous and extremely impressive art and archaeology of Egypt, but also to highlight the connections between the Aegean and the land of the Nile. Aspects of material culture as well as written sources will be discussed, while walking around some of the most characteristic Egyptian artefacts, forming one of the most important collections in Europe.

Required Reading

Bard 2008: 208-216

Schneider in Aruz *et al.* 2008: 251-259

Recommended Reading

Bard 2008: Ch. 1-3, 7 & 8

James 1998: Ch. 6 & 7

Phillips in Cline 2010: 820-831

Food for thought

- Were there any diplomatic contacts between Aegean and Egypt during the Late Bronze Age?

Date TBA

Venue: CYA

10. The Art of Neopalatial Crete

Description

In this session we are going to explore various aspects of Minoan art. Wall paintings, ivory figurines, jewellery made of gold, silver and semi-precious stones, stone vases and other arts and crafts will be presented in class and discussed in order to appreciate the qualities of the Cretan artist.

Required reading

Fitton 2002: 146-163

Recommended reading

Betancourt 2007: 67-108

Dimopoulou-Rethemniotaki 2005

Hallager in Cline 2010: 4015-414

Younger and Rehak in Shelmerdine 2008: 140-164

Food for thought

- Bull leaping! Could it have happened?

Date TBA

Venue: NAM

11. The town of Akrotiri on Thera

Description

Having discussed the relationship between Crete and the Cyclades, we should explore a case study: Thera. A very representative portion of the amazingly well-preserved artefacts recovered at the site of Akrotiri on Thera is on permanent exhibition at the NAM, allowing a first glimpse to that spectacular site. The major issue of the dating of the Thera eruption, the history of the excavations, as well as some of the highlights amongst the discoveries, will be discussed.

Required reading

Doumas in Cline 2010: 752-761

Recommended Reading

Devetzi in Doumas *et al.* 2015: 51-74

Doumas 1983: 29-42

Doumas in Doumas *et al.* 2015: 5-26

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

Manning in Cline 2010: 457-474

Food for thought

- Can you identify any mainland or Minoan elements in the arts of Akrotiri? Which is the direction of the artistic influence?
- The chronology of the Thera eruption. Why does it matter?

Date TBA *Mid-term quiz

Venue: CYA

12. The last days of Akrotiri

Description

One of the most devastating eruptions in the history of human race did not occur suddenly. The inhabitants of the island of Thera must have seen early signs of the disaster-to-come, but could they have known? What about their way of life and how did they react to these early pre-eruption events? Were they interpreted as warnings or had to be treated as divine signs?

Required reading

No reading is required

Recommended reading

Vougioukalakis 2006

Food for thought

- Which were the long-term effects of the eruption to the people of the neighbouring areas?

Date TBA

Venue: CYA

13. The mainland during the Early Bronze Age

Description

The Early Bronze Age (*ca.* 3200-2100 BC) in the mainland is characterised by the intensification of the use of metals (especially bronze) for the manufacture of tools and weapons. As a result, the increase of production, the creation of surplus of goods and the development of productive activities is noticeable. The need for metals and various raw materials led to the intensification of commercial contacts, the development of navigation and the exchange of technological knowledge. Major buildings at sites, such as Lerna and Zygouries in the Peloponnese show evidence of distinctive social stratification.

Required Reading

Bintliff 2012: 84-92

Recommended reading

Forsén in Cline 2010: 53-65

Preziosi and Hitchcock 1999: 44-47

Wiencke 1989: 495-509

Wiencke in Cline 2010: 660-670

Food for thought

- Do you consider the House of Tiles as a “proto-palace”?

Date TBA

Venue: CYA (lab)

14. Wall-paintings: A passport to the past

Description

Many sites in the Aegean and especially Akrotiri on Thera, Knossos in Crete and Mycenae at the mainland have yielded a significant amount of fragmentary wall-paintings. The iconographic repertoire varies and it includes processions, battle scenes, gatherings, chariots and ships, mythical beasts and geometric motifs. These paintings though may be used as “photographs” of the past and precious information can be extracted if read and interpreted properly.

Required reading

Chapin in Cline 2010: 223-38

Doumas 1994: 14-32

Recommended reading

Immerwahr 1990: 11-20

Vlachopoulos 2018 (ed.): Various chapters

Food for thought

- Can we use the wall-paintings to identify and explore material culture that perished (e.g. baskets and clothes)?

Date TBA

Venue: NAM

15. The Shaft Graves of Mycenae

Description

The finds from the “Rich-in-Gold” Mycenae, a site that gave its name to a civilization, are exhibited at the Prehistoric Galleries of the NAM. This visit will allow the students to examine closely these magnificent objects and identify for themselves the common elements between early Mycenaean and other Aegean art.

Required reading

Schofield 2007: 32-47

Recommended Reading

Barber 1987: 201-223

Bintliff 2012: 155-180

Cavanagh in Shelmerdine 2008: 327-341

Graziadio 1991: 403-440

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.

Date TBA

Venue: Acropolis of Athens

16. A Mycenaean citadel

Description

We are going to visit the vibrant site of Acropolis of Ancient Athens and with careful exploration we will be able to discuss the presence (or not) of a powerful Mycenaean fortified acropolis, now gone for ever. Despite the fact that prehistoric Athens is covered by structures or destroyed due to continuous use of the land and habitation (up to this day) the subject of this class will be this ‘invisible’ yet very present Mycenaean citadel.

Required reading

Bennet in Bang and Scheidel 2013: 243-254

Camp 2001: 11-20

Recommended reading

The city of Athens in prehistoric times

http://www.eie.gr/archaeologia/En/chapter_more_1.aspx

Food for thought

- Similarities and differences between Athens and Mycenae.

Date TBA *Research Essay

Venue: Agora of Athens

17. Exploring the 'invisible' Bronze Age Athens

Description

Bronze Age Athens has been mostly under the later phases of the city, namely Classical and Roman. The site of the ancient Agora however is one of the few areas that has yielded important data as evidently the Mycenaean cemetery of the area was located there, close to the slope of the Akropolis. Our aim is to investigate this area, discuss the grave offerings and try to describe what must have been a rather thriving region.

Required reading

Gawlinski 2014:101-108

Recommended reading

Camp 1986: 19-34

Camp 2001: 10-20

The ASCSA Agora Excavations

www.agahe.gr (Check for Mycenaean tombs and finds)

Food for thought

- How do you explain the lack of a tholos tomb at Athens?

Date TBA

Venue: British School at Athens

18. Pottery: How, Why, When, What does this mean?

Description

The study of pottery is one of the most important tools of the archaeologist as it can provide scholarship with information on the level of local technologies, trade and exchange, interaction between people, provenance, social organization, population movements and chronology. We have the privilege to spend our class at the museum of the British School at Athens and study closely several pieces of characteristic Aegean pottery.

Required reading

Mee 2011: 129-139

Recommended reading

Betancourt 1985 (introduction to Minoan pottery)

Hallager in Cline 2010: 405-414

Mountjoy 1993 (introduction to Mycenaean pottery)

Rutter in Cline 2010: 415-429

Food for thought

- Does movement of pottery imply movement of people as well?

Date TBA

Venue: NAM

19. The art of the Mycenaean Palaces

Description

Mycenaean art seems to be directly associated with the ruling elite(s) and the need of the patrons and their families to acquire and be buried with luxurious jewellery, magnificent weapons, sealstones of semi-precious stones, niello daggers and other spectacular artefacts. Aim of this class is to explore aspects of Mycenaean art and discuss its purpose and constructing techniques.

Required reading

Crowley in Shelmerdine 2008: 258-288

Recommended reading

Betancourt 2007: 133-153, 155-184

Kaltsas (2005) [Various parts, gloriously illustrated]

Various chapters in Cline 2010

Food for thought

- Can we trace the origin of the gold used by the early Mycenaean craftsmen?

Date TBA

Venue: CYA

20. Trade and exchange: Sea routes and shipwrecks.

Description

As we saw at the MCA, already from the 3rd millennium B.C. the people of the Cyclades, and in fact from both sides of the Aegean, had developed maritime skills judging from the various artefacts and raw materials recovered. By the 14th c. B.C. a series of land and sea routes have been established, in addition to the written sources and the various technological and pictorial influences in the local arts, suggesting the existence of exchange what may be called an eastern Mediterranean *koine*. Shipwrecks, actual frozen moments in time, provide modern archaeology with all kinds of information. We shall focus in the cases of Uluburun and Cape Gelidonya in (modern) south Turkey and the case of Point Iria and Modi in Greece in order to explore what we can learn about travel, exchange and connectivity via land and sea.

Required reading

Pulak in Aruz *et al.* 2009: 289-310

Recommended Reading

Bass 1998: 183-191

Bass in Cline 2010: 797-803

Berg in Antoniadou and Pace 2007: 387-415

Bevan 2007: 19-39

Broodbank: 2013: Ch. 8 & 9.
Brysbaert in Antoniadou and Pace 2007: 325-359
Dickinson 1994: 234-256
Fappas in Papadopoulos 2012: 157-182
Galaty *et al.* 2009: 29-51
Laffineur in Laffineur & Greco 2005: 53-58
Pulak in Cline 2010: 862-876

Food for thought

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

Date TBA

Venue: CYA & MCA

21. Moving between the Aegean and the Levant.

Description

Trade is considered to be the life-blood of several island communities already from the 3rd 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

Burns in Cline 2010: 291-304
Dickinson 1994: 234-256
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.

Date TBA

Venue: CYA

22. Mycenaean architecture

Description

During the Late Bronze Age, intensive engineering activity took place in mainland Greece. Citadels, tomb architecture (chamber and tholoi tombs), bridges, large scale

drainage systems, dam and the so-called Cyclopean fortification walls were constructed by skilled Mycenaean engineers and craftsmen. We are going to briefly survey several examples of them highlighting the level of organisation of the Mycenaean polities.

Required reading

Bintliff 2012: 185-195
Dickinson 1994: 153-164

Recommended reading

Davis in Galanakis 2013: 118-131
Preziosi and Hitchcock 1999: 184-190
Schofield 2007: 76-101

Food for thought

- Raw materials and human effort to construct the ‘Treasury of Atreus’.

Date TBA (The Debate)

Venue: CYA

23. Systems collapse and the LH IIIC period.

Description

The Aegean and the Eastern Mediterranean witnessed a widespread transformation due to the collapse of the political systems during the late 13th and 12th 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 second focus of the day.

Required reading

Schofield 2007: 170-185

Recommended Reading

Barber 1987: 224-246
Bintliff 2012: 209-233
Cline 2014: 102-138
Deker-Jakoltzy in Shelmerdine 2008: 387-415
Dickinson 2006: 10-23, 24-57, 58-78
Vlachopoulos 2008: 479-91

Food for thought

- Trojan War: Reality or Myth?

Date TBA

Venue: CYA

24. Wrap-up and review session

Last day of class. Bring together your notes, questions, queries and let us have a discussion about the rise and fall of Aegean Bronze Age cultures. The more questions, the more prepared you will be for the exams

Date TBA

Venue: CYA (Room and times TBA)

FINAL EXAMINATIONS

COURSE BIBLIOGRAPHY

(All books are available from the CYA library unless otherwise stated)

[pdf] Available in pdf format only

* Available at the Reserve Shelf for this class

Antoniadou S. and A. Pace (eds.) 2007. *Mediterranean Crossroads*. Athens: Pierides Foundation.

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.*

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. *

Barber, R.L.N. 1987. *The Cyclades in the Bronze Age*. London: Duckworth.

Bard, K.A. 2008. *Introduction to the archaeology of ancient Egypt*. Maiden MA: Blackwell. *

Bang, P.F. and W. Scheidel (eds.) 2013. *The Oxford handbook in the Ancient Near East and the Mediterranean*. Oxford University Press. *

Bass, G.F. 1998. "Sailing between the Aegean and the Orient in the Second Millennium BC." in E.H. Cline and D. Harris-Cline (eds.) *The Aegean and the Orient in the Second Millennium: Proceedings of the 50th Anniversary Symposium, Cincinnati, 18-20 April 1997. Aegaeum 18*. Liège: Université de Liège, Histoire de l'art et archéologie de la Grèce antique; University of Texas at Austin, Program in Aegean Scripts and Prehistory, 183-191. [pdf]

Betancourt, P.P. 1985. *The History of Minoan Pottery*. Princeton University Press.

Betancourt, P.P. 2007. *Introduction to Aegean Art*. Philadelphia: INSTAP Academic Press. *

Betancourt, P.P. 2008. *The Bronze Age Begins. The ceramics revolution of Early Minoan I and the new forms of wealth that transformed prehistoric society*. Philadelphia PA: INSTAP Academic Press.

Bevan, A. 2007. *Stone vessels and values in the Bronze Age Mediterranean*. Cambridge University Press.*

Bietak, M. (ed.) 1995. *Trade, Power and Cultural Exchange: Hyksos Egypt and the Eastern Mediterranean World 1800-1500 B.C. An International Symposium, 3 November 1993, The Metropolitan Museum of Art. Egypt and the Levant*.

International Journal for Egyptian Archaeology and Related Disciplines V. Wien: Austrian Academy of Sciences.

Bintliff, J. 2012. *The Complete Archaeology of Greece. From Hunter-Gatherers to the 20th Century A.D.* Wiley-Blackwell.

Branigan, K. 1991. "Mochlos: An Early Aegean 'Gateway Community'?", in R. Laffineur and L. Basch (eds.) *Thalassa. L'Egée préhistorique et la mer. Actes de la troisième rencontre égéenne internationale de l'Université de Liège, Station de recherches sous-marines et océanographiques (StaReSo), Calvi, Corse, 23-25 avril 1990. Aegaeum 7. Annales d'archéologie égéenne de l'Université de Liège.* Histoire de l'art et archéologie de la Grèce antique, Université de Liège, Liège, 97-105. [pdf]

Cadogan, G., E. Hatzaki and A. Vasilakis (eds.) 2004. *Knossos: Palace, City, State. Proceedings of the Conference in Herakleion organised by the British School at Athens and the 23rd Ephoreia of Prehistoric and Classical Antiquities of Herakleion, in November 2000, for the Centenary of Sir Arthur Evans's Excavations at Knossos.* London: The British School at Athens, BSA Studies 12.

Camp, J.M. (1986) *The Athenian Agora. Excavations in the heart of Classical Athens.* Thames and Hudson.

Camp, J.M. 2001. *The archaeology of Athens.* New Haven and London: Yale University Press.

Cline, E.H. 2010. *The Oxford Handbook of the Bronze Age Aegean.* Oxford University Press. *

Cline, E.H. 2014. *1177 BC. The year civilization collapsed.* Princeton & Oxford: Princeton University Press. *

Cullen, T. (ed.) 2001. *Aegean Prehistory. A review.* American Journal of Archaeology Supplement 1. Boston: Archaeological Institute of America. *

Demakopoulou, K. 1990. *Troy, Mycenae, Tiryns, Orchomenos.* Athens. *

Demakopoulou, K. (ed.) 1998. *The Aidonia Treasure. Seals and jewellery of the Aegean Late Bronze Age.* Ministry of Culture, Archaeological Receipts Fund.

Dickinson, O.T.P.K. 1994. *The Aegean Bronze Age.* Cambridge World Archaeology. Cambridge University Press.*

Dickinson, O.T.P.K. 2006. *The Aegean from Bronze Age to Iron Age. Continuity and change between the twelfth and eighth centuries BC.* London and New York: Routledge.

Dimopoulou-Rethemniotaki, N. 2005. *The Archaeological Museum of Herakleion.* Athens: EFG Eurobank Ergasias S.A. / John S. Latsis Public Benefit Foundation.

Doumas, Ch. 1983. *Thera. Pompeii of the ancient Aegean. Excavations at Akrotiri 1967-1979*. London: Thames and Hudson.

Doumas, Ch. 1987. "Early Cycladic society: the evidence from the graves", in: Laffineur, R. (ed.) *Thanatos: les coutumes funéraires en egee a l'age du bronze: Actes du colloque de Liège (21-23 avril 1986)*, *Aegaeum 1*, Liège: Université de l'Etat à Liège, 15-18. [\[pdf\]](#)

Doumas, Ch. 1992. *The Wall Paintings of Thera*. Athens: The Thera Foundation Petros M. Nomikos. *

Doumas, Ch. 2000. *Early Cycladic Culture: The N.P. Goulandris Collection*. Athens: N.P. Goulandris Foundation, Museum of Cycladic Art.

Doumas, Ch. 2013. "Akrotiri, Thera: Reflections from the East", in: Aruz, J. S.B. Graff and Y. Rakic (eds.) *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, 180-187. [\[pdf\]](#)

Doumas, Ch. 2014. *Food for Thought* Athens: Society for the Promotion of Studies of Prehistoric Thera.

Doumas, Ch., Cl. Palyvou, A. Devetzi and Ch. Boulotis 2015. *Akrotiri, Thera, 17th Century BC. A cosmopolitan harbor town 3,500 years ago*. Athens: Society for the Promotion of Studies of Prehistoric Thera. *

Doumas, Ch. 2017. *Akrotiri. The archaeological site and the Museum of Prehistoric Thera. A brief guide*. Athens: Society for the Promotion of Studies on Prehistoric Thera. *

Driessen, J., I. Schoep and R. Laffineur (eds.) 2002. *Monuments of Minos. Rethinking the Minoan Palaces. Proceedings of the International Workshop "Crete of the hundred Palaces?" held at the Université Catholique de Louvain, Louvain-la-Neuve, 14-15 December 2001*. Liege: Université de Liège, *Aegaeum 23*. *

Fitton, J.L. 2002. *Peoples of the Past. Minoans*. The British Museum Press. *

Galanakis, Y. 2013. *The Aegean World: A guide to the Cycladic, Minoan and Mycenaean antiquities in the Ashmolean Museum*. Athens & Oxford: Kapon Editions. *

Gates, Ch. 2013. *Ancient Cities: the archaeology of urban life in the ancient Near East, Egypt, Greece and Rome*. New York: Routledge.

Gawlinski, L. 2014. *The Athenian Agora. Museum guide*. Athens: The American School of Classical Studies at Athens.

Graziadio, G. 1991. 'The Process of Social Stratification at Mycenae in the Shaft Grave Period: A Comparative Examination of the Evidence', *AJA* 95: 403-440. [\[pdf\]](#)

Hägg, R., and N. Marinatos (eds.) 1982. *The Minoan Thalassocracy: Myth and Reality. Proceedings of the Third International Symposium at the Swedish Institute in Athens, 31 May - 5 June, 1982*. ActaAth, 4°, 32, Paul Åströms Förlag, Göteborg.

Hägg, R. (ed.) 1997. *The Function of the "Minoan Villa". Proceedings of the Eighth International Symposium at the Swedish Institute at Athens, 6-8 June, 1982*. Skrifter Utgivna Av Svenska Institutet I Athen, 4°, XLVI. Stockholm. *

Hardy, D.A., Ch. Doumas, J.A. Sakellarakis and P.M. Warren (eds.) 1990. *Thera and the Aegean World III. Vol. 1: Archaeology. Proceedings of the Third International Congress, Santorini, Greece, 3-9 September 1989*. London: The Thera Foundation.

Hardy, D.A., J. Keller, V.P. Galanopoulos, N.C. Flemming and T.H. Druitt (eds.) 1990. *Thera and the Aegean World III. Vol. 2: Earth Sciences. Proceedings of the Third International Congress, Santorini, Greece, 3-9 September 1989*. London: The Thera Foundation.

Immerwahr, S.A. 1989. *Aegean Painting in the Bronze Age*. Pennsylvania State University Press. *

James, T.G.H. 1998. *A short history of ancient Egypt: From Predynastic to Roman times*. Johns Hopkins University Press.

Kaltsas, N. 2005. *The National Archaeological Museum*. Athens: EFG Eurobank Ergasias S.A. / John S. Latsis Public Benefit Foundation.

Karageorghis, V. 2000. *Ancient Art from Cyprus*. The Cesnola Collection. New York: The Metropolitan Museum of Art.

Knapp, A.B.K. 2013. *The Archaeology of Cyprus. From earliest prehistory through the Bronze Age*. Cambridge University Press. *

Knappett, C. and I. Nikolakopoulou 2008. "Colonialism without Colonies? A Bronze Age Case Study from Akrotiri, Thera", *Hesperia* 77.1:1-42. [\[pdf\]](#)

Laffineur, R. and E. Greco (eds.) 2005. *Proceedings of the 10th International Aegean Conference/10e Rencontre égéenne internationale, Athens, Italian School of Archaeology, 14-18 April 2004*, *Aegeum* 25. Liège and Austin: Université de Liège, Histoire de l'art et archéologie de la Grèce antique and University of Texas at Austin, Program in Aegean Scripts and Prehistory.

Mee, C. 2011. *Greek Archaeology. A Thematic Approach*. Wiley-Blackwell. *

Morgan, L. 1988. *The Miniature Wall Paintings of Thera. A study in Aegean Culture and Iconography*. Cambridge University Press. *

Mountjoy, P.A. 1993. *Mycenaean Pottery. An Introduction*. Oxbow Books. *

Myers, J.W., E.E. Myers and G. Cadogan, (eds.) 1992. *The Aerial Atlas of Ancient Crete*. Berkeley: University of California Press.

Osborne, R. 2001. *Greece in the making. 1200-479 BC*. London and New York: Routledge.

Palaima, T.G. 1990. *Aegean Seals, Sealings and Administration. Proceedings of the NEH-Dickson Conference of the Program in Aegean Scripts and Prehistory of the Department of Classics, University of Texas at Austin, January 11-13, 1989, Aegaeum 5*. Liege and Austin: Histoire de l'art et archéologie de la Grèce antique. Université de Liège and Program in Aegean Scripts and Prehistory, University of Texas at Austin. [\[pdf\]](#)

Papadimitriou, N. 2015. *How were they made? Materials and manufacturing techniques of ancient artefacts*. Athens: Museum of Cycladic Art.

Papadatos. Y. 2005. *Tholos Tomb Gamma. A prepalatial Tholos Tomb at Phourni, Archanes*. Prehistory Monographs 17. Philadelphia PA: INSTAP Academic Press.

Papadopoulos, A. 2012. *Recent Research and Perspectives on the Late Bronze Age Eastern Mediterranean. Special research issue, Talanta XLIV*. Amsterdam: Proceedings of the Dutch Archaeological and Historical Society.

Parkinson, W. and M. Galaty (eds.) (2010) *Archaic State Interaction. The Eastern Mediterranean in the Bronze Age*. Santa Fe: School for Advanced Research Press. *

Perlès, C. 2001. *The Early Neolithic in Greece. The first farming communities in Europe*. Cambridge: Cambridge University Press.

Pullen, D.J. (ed.) (2010) *Political economies of the Aegean Bronze Age*. Oxford and Oakville: Oxford University Press. *

Preziosi, D. and L. Hitchcock 1999. *Aegean Art and Architecture*. Oxford University Press.*

Rehak, P. (ed.) 1995. *The Role of the Ruler in the Prehistoric Aegean. Proceedings of a Panel Discussion presented at the Annual Meeting of the Archaeological Institute of America, New Orleans, Louisiana, 28 December 1992. With Additions. Aegaeum 11*. Liege and Austin: Histoire de l'art et archéologie de la Grèce antique. Université de Liège and Program in Aegean Scripts and Prehistory, University of Texas at Austin.

Renfrew, C. and P. Bahn 2001, 3rd ed. rev. *Archaeology: Theories, Methods and Practice*. London: Thames and Hudson. *

Schofield, L. 2007. *The Mycenaeans*. The British Museum Press.

Shaw, J.W. 2006. *Kommos. A Minoan Harbor Town and Greek Sanctuary in Southern Crete*. The American School of Classical Studies at Athens.

Shelmerdine, S. (ed.) 2008. *The Cambridge Companion to the Aegean Bronze Age*. Cambridge University Press. *

Sotirakopoulou, P. 2005. *The “Keros Hoard”. Myth or reality. Searching for the lost pieces of a puzzle*. N.P. Goulandris Foundation – Museum of Cycladic Art, Athens, Greece.

Souvatzi, St. 2015. *A social archaeology of households in Neolithic Greece: an anthropological approach*. New York: Cambridge University Press.

Souyouzoglou-Haywood, Ch. 1999. *The Ionian islands in the Bronze and Early Iron Age 3000-800 BC*. Liverpool University Press.

Steiner, M.L. and A.E. Killebrew (eds.) 2014. *The Oxford handbook of the archaeology of the Levant, c. 8000-332 BCE*. Oxford: Oxford University Press.*

Tartaron, T.F. 2008. “Aegean Prehistory as World Archaeology: Recent Trends in the Archaeology of Bronze Age Greece”, *Journal of Archaeological Research* 16.2: 83-161. [pdf]

Tzedakis, Y. and H. Martlew 1999. *Minoans and Mycenaeans. Flavours of their time*. Greek Ministry of Culture and National Archaeological Museum. *

Valavanis, P. (ed.) 2007. *Great moments in Greek Archaeology*. Athens: Kapon editions.

Vlachopoulos, A.G. 2008. “A Late Mycenaean Journey from Thera to Naxos: the Cyclades in the Twelfth Century BC.” in: Brodie, N., J. Doole, G. Gavalas and C. Renfrew (eds.) *Horizon. Ορίζων: A colloquium on the prehistory of the Cyclades*. McDonald Institute Monographs Cambridge: McDonald Institute for Archaeological Research, 479-491. (References 493-528). [pdf]

Vlachopoulos, A.G (ed.) 2018. *Χρωσθήρες/ Paintbrushes. Wall-painting and vase-painting in the second millennium BC in dialogue*. Athens: University of Ioannina, Hellenic Ministry of Culture & Archaeological Receipts Fund.

Vougioukalakis, G.E. 2006. *The Minoan eruption of the Thera volcano and the Aegean World*. Athens: Society for the Promotion of Studies on Prehistoric Thera. *

Voutsaki, S. and J. Killen (eds.) 2001. *Economy and Politics in the Mycenaean Palace States*. Cambridge: Cambridge Philological Society. *

APPENDIX I

Scoring Rubric for class participation

Points	5	4	3	2	1
Performance during classes(*)	Attends class regularly and always contributes to the discussion	Attends class regularly and frequently contributes to the discussion	Attends class regularly and sometimes contributes to the discussion	Attends class regularly and rarely contributes to the discussion	Attends class regularly and never contributes to the discussion

Contribution in the discussion is defined as:

1. raising relevant questions
2. discussing relevant issues
3. expanding the class' perspective
4. providing alternative interpretations and ideas
5. synthesizing data from previous classes
6. Refer to the readings

You are also expected to participate lively (level 1-5) in all activities described in **pages 5, 7-8**.

(*) You are expected to attend all classes

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Points	Score
Organization (15 points)	The type of presentation is appropriate for the class and the relevant audience.	1-5	
	Information is presented in a logical sequence.	1-5	
	Presentation has a beginning, a middle part and an end	1-5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1-5	
	Technical terms are well-defined in language appropriate for the target audience.	1-5	
	Presentation contains accurate and correct information.	1-10	
	Material included is relevant to the overall topic	1-10	
	Selection of case study (e.g. a specific artefact) relevant to the topic	1-10	
	There is a clear conclusion summarizing the presentation.	1-5	
Presentation (30 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1-5	
	Speaker uses a clear, audible voice.	1-5	
	Delivery is poised, controlled, and smooth.	1-5	
	Good language skills and pronunciation are used.	1-5	
	Visual aids are well prepared, informative, effective, and not distracting.	1-5	
	Length of presentation is within the assigned time limits.	1-5	
Response (10 points)	Speaker understood the questions and responded in a clear and organized manner	1-10	
Score	Total Points	100	

Comments:

Scoring Rubric for Research Papers

	(A-/A/A+)	(B-/B/B+)	(C-/C/C+)	(D-/D/D+)	(F)
Research question/ topic	Clearly stated and appropriately focused	Clearly stated but focus could have been specific	Argument phrasing too simple, lacks complexity; or, not clearly worded	Research lacks a clear objective and/or does not match content of essay	Question not evident
Supporting Research	Thorough and relevant	Less thorough but still substantial and relevant	Adequate; relevance made clear	Insufficient; relevance not always made clear	Irrelevant, missing, or relies on assertion rather than research
Content & analysis	Sharp, distinct focus; balanced, substantial, specific, and/or illustrative content; sophisticated, with ideas particularly well-developed	Clear focus; specific, illustrative, and balanced content	Adequate focus, but unbalanced content; more analysis needed	Essay contains too much research information without analysis or commentary	Absence of focus and relevant content; content does not match the question
Organization	Clearly controlled and/or subtle organization; strong topic sentences. Great use of illustrations	Logical and appropriate organization; clear topic sentences. Good use of illustrations	Organization attempted, but unclear or inappropriate theme sentences. Limited use of illustrations	Inconsistent organization. No use of illustrations	Absence of planned organization. No use of illustrations
References	All sources are accurately documented and cited	All sources are documented, but a few are not in the desired format	Most sources are documented, but many are not in the desired format	Several sources lack proper documentation	Sources are not accurately documented