



HS/AE 250 MEDITERRANEAN HISTORY AND HERITAGE, FROM HUMAN ORIGINS TO CLASSICAL CIVILIZATIONS

IES Abroad Barcelona

DESCRIPTION:

This course examines the history nature and complexity of human interactions across the Mediterranean, from the dawn of humanity in Africa until the fall of the Western Roman Empire. The course will also examine the threats to this heritage posed by contemporary issues such as climate change and the growth of tourism. The course is designed around eight separate modules or themes, focusing on key issues that define the historical trajectory, such as human evolution, the Neolithic revolution, the rise of urbanism in Mesopotamia and Egypt, and the classical world represented by ancient Greece and Rome.

The intention of the course is to explore these phenomena, not only as a historical process, but as a way to understand and assess today's Western culture, economics and politics. Taking advantage of the situation of the Mediterranean region, the course aims to discuss also more intriguing issues in human history, such as what make us human, to figure out the role of women in human history, to explore the origins of urbanism, to discuss the nature of democracy and citizenship, to establish the effects of commercial and colonialist encounters, to explore curiosities of ancient daily life, and to understand why cultural heritage plays an important role in the construction of contemporary society.

As part of this exploration, the course will analyze how this Mediterranean heritage is presented to the general public through cinema, exhibitions, and displays in archaeological museums. The course also includes course-related trips to museums and archaeological sites in Barcelona so as to provide a first-hand encounter with monuments and material culture.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

Lectures: Students gain an overview of course content and have the opportunity to become involved with the subject matter, and to clarify issues.

Course Reader: this comprises a selection of recommended readings to complement class lectures and is chosen to develop a general understanding of the subject matter. Additional readings may be added to the course to track any new or significant developments in the subject matter.

Class activities: individual exercises and group activities carried out in the classroom aimed at applying the theoretical content of the sessions

Course-related trips: These are classes on site in which the students are able to experience at first hand archaeological and historical materials.

Research/writing/presentation project guides: Reading and writing analytical skills will be provided in order to help students accomplish the course aims and objectives

REQUIRED WORK AND FORM OF ASSESSMENT:

Class participation (10%): The student should be able to:

- to actively take part in class discussion and proposed activities
- to generate his/her own thoughts on the subject discussed.

Midterm Exam (20%): students will be tested on material presented in the first half of the course. The exam will involve a series of multiple choice and short answer questions relating to the archaeology and history of the Mediterranean region

Class Assignments (30%): Students will be expected to undertake specific written tasks related to class themes. All assignments must be handed in on the due date. LATE ASSIGNMENTS WILL NOT BE MARKED.



Group project presentation (20%): Working in groups, students should be able to research new (academic) information on an unknown subject:

- to write and summarize this new information in a logical and coherent order so the research can be understandable by a non-specialist.
- to be able to use archaeological and historical data (examples) to support this work
- to organize the research into a coherent presentation and communicate this to the class.

Final Exam (20%): students will be tested on material presented in the second half of the course. The exam will involve a series of multiple choice and short answer questions relating to the archaeology and history of the Mediterranean region.

This exam will also include questions meant to prove that the student has understood the main issues, ideas and information of the prehistory and ancient history of the Mediterranean basin and its contemporary cultural, economic and political legacy.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- to summarize the historical evolution of the Mediterranean region from the dawn of humanity until the fall of the Roman Empire.
- to identify the main social, economic, and political phenomena in prehistory and ancient history.
- to stimulate critical thinking about past phenomena and compare them to today’s Western culture.
- to develop research skills applied to a specific topic related to the Mediterranean prehistory.
- to interweave the three above points (theory, facts and opinion) in order to build a better image of the Mediterranean prehistory and ancient history in relation to today's Europe society and culture.

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:

Session	Content	Recommended Readings
Session 1	Course presentation. What do we think about the Mediterranean?	
Session 2	Defining the Mediterranean and its biophysical and cultural identity.	<ul style="list-style-type: none"> • Braudel (2001)
Session 3	A brief history of Mediterranean. Locating heritage in time and place.	<ul style="list-style-type: none"> • Braudel (2001)
Session 4	The role of the sea in Mediterranean history. <ul style="list-style-type: none"> • Visit to the Maritime Museum of Barcelona. 	
Session 5	The first Mediterranean populations: Neanderthals and modern humans.	<ul style="list-style-type: none"> • Mellars (2004) • Fritz et al (2016)
Session 6	Life and art in the Mediterranean Paleolithic.	<ul style="list-style-type: none"> • Mellars (2004)

		<ul style="list-style-type: none"> Fritz et al (2016)
Session 7	The Neolithic Revolution. From hunting/gathering to farming.	<ul style="list-style-type: none"> Diamond (2002) Soja (2000)
Session 8	The origins of Mediterranean urbanism: Çatal Höyük.	<ul style="list-style-type: none"> Diamond (2002) Soja (2000)
Session 9	The Neolithic expansion. Genetic archaeology and ancient migrations.	<ul style="list-style-type: none"> Diamond (2002) Soja (2000)
Session 10	<p>Mediterranean prehistory.</p> <ul style="list-style-type: none"> Visit to the Museum of History of Catalonia 	
Session 11	The first civilizations: Mesopotamia and Egypt	<ul style="list-style-type: none"> Chadwick (2005)
Session 12	Complex societies in the Eastern Mediterranean: the Minoan palaces.	<ul style="list-style-type: none"> Day (2018) Wardle (2001)
Session 13	The Mycenaean world: between history and legend.	<ul style="list-style-type: none"> Day (2018) Wardle (2001)
Session 14	The mythological Mediterranean: its role in cultural life, past and present.	<ul style="list-style-type: none"> Day (2018) Wardle (2001)
Session 15	Midterm Exam	
Session 16	Classic Greece: the poleis and their economic and social structure.	<ul style="list-style-type: none"> Westgate (2007) Ober (2008)
Session 17	Politics in Classic Athens: the invention of democracy.	<ul style="list-style-type: none"> Westgate (2007) Ober (2008)
Session 18	Art, science, philosophy, and mathematics in Classical Greek.	<ul style="list-style-type: none"> Westgate (2007) Ober (2008)
Session 19	The origins of Rome and the growth of the Republic.	<ul style="list-style-type: none"> Beard (2015)

		<ul style="list-style-type: none"> Antonio et al (2019)
Session 20	The rise of Empire: militarism and the Roman provinces. The end of Empire.	<ul style="list-style-type: none"> Beard (2015) Antonio et al (2019)
Session 21	Ancient Rome: everyday life in a cosmopolitan city.	<ul style="list-style-type: none"> Beard (2015) Antonio et al (2019)
Session 22	Barcino <ul style="list-style-type: none"> Visit to Roman Barcelona 	
Session 23	The Mediterranean and its heritage: legacy and future.	<ul style="list-style-type: none"> Roqué (2018)
Session 24 & 25	Group project presentations	

Final Exam after Group project presentations

RECOMMENDED READINGS:

All readings are available on the Moodle course web site.

- Antonio, M. L. et alii (2019). Ancient Rome: A genetic crossroads of Europe and the Mediterranean. *Science*, 366 (6466), 708-714.
- Beard, M. (2015). Why ancient Rome matters to the modern world. *The Guardian*. Books section/oct/02
- Braudel, F. (2001). *Memory and the Mediterranean*. London: Vintage, 2001, pp. 3-16.
- Chadwick, R. (2005). *First Civilizations. Ancient Mesopotamia and Ancient Egypt*. London: Equinox, 14-32
- Day, J. (2018). Archaeology of Crete. *Encyclopedia of Global Archaeology*. Springer International Publishing AG
- Diamond, J. (2002). Evolution, consequences and future of plant and animal domestication. *Nature*, 418 (6898), 700-707.
- Fritz, C. et alii (2016). Reflections on the identities and roles of the artists in European Paleolithic societies. *Journal of Archaeological Method and Theory*, 23 (4), 1307-1332
- Mellars, P. (2004). Neanderthals and the modern human colonization of Europe. *Nature*, 432 (7016), 461-465.
- Ober, J. (2008). What the ancient Greeks can tell us about democracy. *Annual Review of Political Science*, 11, 67-91.
- Soja, E. (2000). Putting Cities First: remapping the origins of urbanism. Gary Bridge & Sophie Watson (Eds.) *A Companion to the City*. London: Blackwell, pp. 26-34
- Wardle, D. (2001). *Cities of Legend. The Mycenaean World*. London: Bristol Classical Press: 1-26.
- Westgate, R. (2007). The Greek house and the ideology of citizenship. *World Archaeology*, 39 (2), 229-245.
- Roqué, M.A. (2018). Mediterranean Perceptions, a Long-Lasting Laboratory. *Imagining the Mediterranean. Quaderns de la Mediterrània* 26, 15-21.

COMPLEMENTARY READINGS

All readings are available on the Moodle course web site.

- Barker, A. W. (2010). Exhibiting archaeology: archaeology and museums. *Annual Review of Anthropology*, 39, 293-308.
- Belozerskaya, M. (2010). The Fist Tourist. *History Today*, 60(3), 26-32.
- Childe, V. G. (1950). The urban revolution. *The Town Planning Review*, 21(1), 3-17.
- Dumser, E. (2013). The urban topography of Rome. In P. Erdkamp (Ed.), *The Cambridge Companion to Ancient Rome*, 131-150
- Friedrich, W. L. (2013). The Minoan Eruption of Santorini around 1613 BC and its consequences. *Tagungen des Landesmuseums für Vorgeschichte Halle*, 9(2013), 37-48.

- Fulford, M. (1992). Territorial expansion and the Roman Empire. *World Archaeology*, 23(3), 294-305.
- Gilmore, D. D. (1982). Anthropology of the Mediterranean area. *Annual Review of Anthropology*, 11 (1), 175-205.
- Helly, D. (2018). Cultural heritage protection in the Mediterranean region: Beyond resilience. *IEMed: Mediterranean Yearbook*, 338-341
- Johannsen, N. N., Larson, G., Meltzer, D. J., & Vander Linden, M. (2017). A composite window into human history. *Science*, 356 (6343), 1118-1120.
- Kirk, G.S. (1972). Greek Mythology: Some New Perspectives. *The Journal of Hellenic Studies*, 92, 74-85
- Lattimore, S. (2006) From Classical to Hellenistic Art. In *A Companion to the Classical Greek World*, K.H. Kinzl (Ed.), Blackwell Publishing Ltd, 387-415
- Lévi-Strauss, C. (1955). The Structural Study of Myth. *Journal of American Folklore*, 68, 428-444.
- Molleson, Th. (1994). The eloquent bones of Abu Hureyra. *Scientific American*, 271(2), 70-75.
- Olsen, D. (1991). Classical mythology. *The Classical World*, 84 (4), 295-301.
- Orsini, G. (2015). Lampedusa: From a Fishing Island in the Middle of the Mediterranean to a Tourist Destination in the Middle of Europe's External Border. *Italian Studies*, 70:4, 521-536
- Pop, D. (2013). Mythology Amalgamated. The Transformation of the Mythological and the Re-appropriation of Myths in Contemporary Cinema. *Ekphrasis. Images, Cinema, Theory, Media*, 10(2), 10-25.
- Raaflaub, K.A. (2006). Democracy. In *A Companion to the Classical Greek World*, K.H. Kinzl (Ed.), Blackwell Publishing Ltd, pp. 387-415
- Rodà, Isabel. (2002) Barcelona. From its foundation up to the 4th century AD. In Julia Beltrán de Heredia (Ed.), *The Archaeological Remains of Plaça del Rei in Barcelona*, 17-31
- Santos Da Rosa, N., Fernández-Macías, L., Mattioli, T., & Díaz-Andreu, M. (2021). Dance scenes in levantine rock art (Spain): a critical review. *Oxford Journal of Archaeology*, 40(4), 342-366.
- Sherratt, E. S. (1990). 'Reading the texts': archaeology and the Homeric question. *Antiquity*, 64 (245), 807-824.
- Stirling, L. (2006). Art, architecture, and archaeology in the Roman Empire. In P. Erdkamp (Ed.), *The Cambridge Companion to Ancient Rome*, 75-97
- Tanner, J. (2001). Nature, culture and the body in classical Greek religious art. *World Archaeology*, 33(2), 257-276.
- Vlassopoulos, K. (2007). *Unthinking the Greek polis*. Cambridge University Press.
- Wengrow, D. (2018). *What makes civilization? The ancient near East and the future of the West*. Oxford University Press.
- Wenke, R. J. (1989). Egypt: Origins of complex societies. *Annual Review of Anthropology*, 18(1), 129-155
- Zeder, M. A. (2008). Domestication and early agriculture in the Mediterranean Basin: Origins, diffusion, and impact. *Proceedings of the national Academy of Sciences*, 105(33), 11597-11604.