



## MEDITERRANEAN BASIN

### Greece, Italy, France

ARC 385/585, ARH 385/585, CCS 385/585, HIS 385/585, REL 385/585

3 CREDITS (45 CONTACT HOURS)

PROFESSORS: Guillaume Durand, Professor of Archaeology & Art History, IAU; R. Bruce Hitchner, Professor of Classics & International Relations, Director of Archaeology Program, Tufts University

***Important Notice:*** *One of the goals of IAU's J-Term traveling seminars is to provide students with access to multiple cities and countries in order for them to gain as great a perspective as possible related to the course content. The travel aspect of the program is critical to its success, but can also sometimes pose logistical challenges. Therefore, due to issues related to global security, country- and industry-related strikes, inflated travel costs, and health and well-being issues that are specific to regions in which the seminars are scheduled to take place, IAU reserves the right to modify the itinerary accordingly and will communicate any changes to the students as soon as they are known.*

### I. ACADEMIC & PROGRAM OVERVIEW

IAU's January Term (J-Term) Traveling Seminar provides a university-level competency in the history, literature, art and archaeology of the Greco-Roman World, as well as aspects of the Medieval and Renaissance periods. It cultivates strong analytical and critical thinking skills, and develops students' ability to synthesize cultural, historical, religious, political, and material/visual evidence. The academic content of the seminar is conveyed through an extensive series of on-site lectures and discussions by academic experts from and affiliated with the IAU in the field of history, art history, and archaeology.

### II. CONTACT HOURS

This course carries 3 credits or 45 contact hours. Students complete readings prior to the program and finalize their assignments after departure, which extends the academics of the component past the on-site components. Lectures and site-visits are conducted 7-days per week throughout the J-Term.

### III. COURSE OBJECTIVES

#### **Art History 385/585: Ancient and Medieval Classical Art and Architecture; Archaeology 385/585: Greek and Roman Archaeology**

- a) Improving students' knowledge and understanding of ancient material and visual evidence and its connections with the cultures, religions, and ideologies of the Greek and Roman World;



- b) Learning how the disciplinary approaches of Art History and Archaeology can be applied synthetically to the study of lifestyle, economy, activities, and behaviors (Archaeology), as well as artistic movements, techniques, important figures and their relation to historical and cultural events (Art History), in the context of and auxiliary disciplines like Mythology or Geology.
- c) Enhancing students' understanding of the fundamental importance of visual imagery in a largely nonliterate society, especially in relation to how iconography and architecture serves to instruct their audience in cultural values and norms;
- d) Learning to recognize and analyze art objects, architecture, and the elements of material culture which exemplify the visual culture of the periods covered in the course, students will begin to create a historical framework with which to evaluate works of art of the same cultures and periods that they encounter after they complete the course.

**History 385/585: Mediterranean Cultural History from Antiquity to the Renaissance;  
Cross Cultural Studies 385/585: Cultural Identities in Mediterranean Europe**

- a) Understanding the historical development of the Ancient World and aspects of the Medieval and Renaissance periods;
- b) Learning the disciplinary approaches of History from a critical perspective;
- c) Knowing how to read and interpret primary sources (ancient texts) in the context of other surviving forms of evidence;
- d) Understanding the major transformations in Europe from Antiquity to Renaissance in a social, economic, religious, and cultural framework.

**Religious Studies 385/585: From Polytheism to Monotheism, the Early Christian Period in France, Italy, & Greece**

Important to note: *This is not a Theology class. Rather it is an examination of the evolution of cult, ritual, and belief from Antiquity to the Renaissance.*

- a) Synthesizing a historical overview of the primary themes, figures, and events in the emergence of early Christianity;
- b) Learning the disciplinary approaches of Religious Studies from a critical, historical, and artistic perspective;
- c) Knowing how to read and interpret primary sources (ancient texts) from the Early Christian period;
- d) Understanding the particular methodologies and problems inherent in studying premodern religious history.

**IV. LEARNING OUTCOMES**

**Art History 385/585: Ancient and Medieval Classical Art and Architecture; Archaeology 385/585: Greek and Roman Archaeology**

- a) Survey the major trends and developments in Greco-Roman, early Medieval, and Italian Renaissance art and architecture;
- b) Analyze an artistic composition in terms of its meaning for its intended audience and for subsequent audiences;



- c) Explain archaeological research methods and objectives;
- d) Comprehend the major social and historical forces, which conditioned the art of each period and/or culture studied, and understand how visual culture both encodes and challenges prevailing social discourses;
- e) Recognize masterpieces of art which exemplify the visual culture of the periods covered by the J-Term, and be able to employ this historical framework of artistic monuments to evaluate and interpret similar works of art that are encountered after he or she has completed the course.

**History 385/585: Ancient and Medieval Mediterranean Cultural History; Cross Cultural Studies 385/585: Cultural Identities in Mediterranean Europe**

- a) Acquire knowledge and understanding of the major structures, institutions, and cultural-historical developments as manifested in the sites and museums visited;
- b) Explain the emergence of cultures and institutions of ancient Provence, Italy, and Greece;
- c) Describe and explain by using a specialized vocabulary how these civilizations evolved from Antiquity through the Renaissance period by synthesizing different perspective (politics, economics, society, and cultural studies);
- d) Demonstrate a basic level of proficiency in describing the historical evolution of cultures and major polities from Antiquity to the Renaissance;
- e) Understand and explain how the visual culture of the period covered by the J-Term crystallizes crucial and decisive historical events.

**Religious Studies 385/585: From Polytheism to Monotheism, the Early Christian Period in France, Italy, & Greece**

- a) Recognize and articulate the difference between an academic approach to religion and a personal, devotional approach;
- b) Demonstrate a basic level of proficiency in recognizing the major contributors to the modern study of religion and their models/theories from philosophy, theology, the history of religions, and the social sciences;
- c) Understand the following terms in their conventional, popular usage, and then discuss the variety of ways that religious studies scholars have critiqued, expanded, or problematized these areas: religion, religious, myth, ritual, symbol, philosophy, subjectivity, objectivity, secular/secularization, cult, sect, mysticism, theism, atheism, polytheism, monotheism, spirituality, magic, paganism, animism, canon, religious violence, post-colonialism, individualistic compared to community-based religions;
- d) Explain and give basic examples of the social function of religion with regard to gender, ethnicity, and nationality;
- e) Demonstrate a basic level of proficiency in describing Early Christian traditions, including their historical development, major beliefs and practices.



## V. INSTRUCTIONAL METHODS AND ACTIVITIES

- a) On-site lectures and discussions working with archaeological sites and museum collections
- b) Seminars and Lectures
- c) Discussions/Reading Assignments for each area visited

## VI. PRIMARY TEXTBOOKS/READINGS

During the J-Term Traveling Seminar, the following books will be required reading and can be purchased on line electronically:

1. Chr. Kelly, *The Roman Empire. A Very Short Introduction*, Oxford. 2006
2. P. Cartledge, *Ancient Greece. A Very Short Introduction*, Oxford. 2011
3. D. Gwynn, *The Roman Republic. A Very Short Introduction*, Oxford 2012

Additional required readings to be posted on the J-Term website included the following:

1. Chapter 1, Historical Overview of Roman Provence in J.K. Anderson, *Roman Architecture in Provence*, Cambridge 2013
2. Chapters 8 and 10 from Ian Morris and Barry P. Powell, *The Greeks, History, Culture, and Society*, Prentice Hall, 2010
3. R. Bruce Hitchner, Chapter 37, The Mediterranean and the History of Antiquity, *A Companion to Ancient History*, Blackwell 2009
4. Mark Humphries, Chapter 27 Religion, *A Companion to Ancient History*, Blackwell 2009
5. John Curran, Chapter 28, The Emergence of Christianity, *A Companion to Ancient History*, Blackwell 2009
6. Gene Brucker, The Italian Renaissance, *A Companion to the Worlds of the Renaissance* 2002
7. C. Wickham, *Culture and Belief in the Christian and Roman World*
8. G.H. Gilbert, The Biblical World, Vol. 33, No. 2 (Feb., 1909), pp. 113-122
9. W.H. MacDonald, Archaeology and St. Paul's Journeys, The Biblical World, Vol. 33, No. 2 (Feb., 1909), pp. 113-122
10. Holy Bible, New International Version, NIV, Copyright 1973, 1978, 1984, 2011 by Biblica-Corinthians 1

## VII. EVALUATION AND GRADING

- a. Participation during the site visits, seminars and lectures (20%)
- b. Two exams related to the visits and the lectures taken all along the J term (30%)
- c. One exam (take-home) to be due after return (30%)
- d. One report on a site visit (20%)

Any assignment submitted later than the day / time it is due will have the grade lowered.

### Masters Students

The graduate seminar will include a 15-20-page paper on an assigned topic at the end of the course. Graduate students wishing to receive French credit must complete this paper in French.



### Grading Scale:

|    |         |
|----|---------|
| A  | 95-100% |
| A- | 90-94%  |
| B+ | 89%-88% |
| B  | 84-87%  |
| B- | 80-83%  |
| C+ | 79%-78% |
| C  | 74-77%  |
| C- | 70-73%  |
| D+ | 69%-68% |
| D  | 64-67%  |
| D- | 60-63%  |
| F  | 59%-0%  |

### Attendance:

Students are required to attend all classes, site visits, and class activities barring serious illness or an emergency.

### Plagiarism:

Submitting material that in part or in whole is not entirely one's own work without attributing those same portions to their correct source is prohibited.

### Accommodations:

It is IAU's goal to provide reasonable accommodations for students with a documented disability. If students need accommodations to fully participate in this class, please contact us right away.

## VIII. OTHER INFORMATION

### General Travel Advisory:

This trip is a serious one, both academically and culturally. Students are expected to be prepared for intellectual, linguistic, social, and travel challenges. We are traveling as a team, and each member must be prepared, punctual, cautious, and professional. With those important caveats, the trip promises to be an incredible experience, including fun and adventure.



**Pre-Departure:**

Leading up to departure, be sure to check your email diligently so we can get in touch with you should there be any adjustments to the program.

**IX. CONTENT**

| <b>Session</b>                                | <b>Content</b>  |
|---|---|
| <b>ATHENS</b><br>Friday, Dec. 28              | Arrival in Athens   |
| <b>ATHENS</b><br>Saturday, Dec. 29            | AM: Lecture<br>PM: Visit National Archaeology Museum                  |
| <b>ATHENS</b><br>Sunday, Dec. 30              | Day-trip to Mycenae/Epidaurus   |
| <b>ATHENS</b><br>Monday, Dec. 31              | Day-trip to<br>Delphi<br>Group dinner                                 |
| <b>ATHENS</b><br>Tuesday, Jan. 1              | Free morning<br>PM: Optional walking tour                             |
| <b>ATHENS</b><br>Wednesday, Jan. 2            | Site visits to the Acropolis and the Agora                            |
| <b>ATHENS/ROME/AMALFI</b><br>Thursday, Jan. 3 | Flight to Rome then drive to<br>Amalfi Stop at Tivoli<br>Group dinner |
| <b>AMALFI</b><br>Friday, Jan. 4               | Site visit to<br>Paestum Group<br>lunch<br>Group dinner               |
| <b>AMALFI</b><br>Saturday, Jan. 5             | Site visit to<br>Pompeii Group<br>dinner                              |



|  |   |
|--|---|
| <b>AMALFI/ROME</b><br>Sunday, Jan. 6         | AM: Drive to Rome<br>Lecture<br>Free evening                    |
| <b>ROME</b><br>Monday, Jan. 7                | Free morning<br>PM: Walking tour                                |
| <b>ROME</b><br>Tuesday, Jan. 8               | Site visits to Colosseum and Forum                              |
| <b>ROME</b><br>Wednesday, Jan. 9             | Site visits on the Via Appia (Baths of Caracalla, Catacombs)    |
| <b>ROME</b><br>Thursday, Jan. 10             | Visit Vatican Museums and Saint Peter's Basilica                |
| <b>ROME/MARSEILLE/AIX</b><br>Friday, Jan. 11 | Flight to Marseille/Aix-en-<br>Provence Lecture<br>Free evening |
| <b>AIX</b><br>Saturday, Jan. 12              | Day-trip to Arles and Glanum                                    |
| <b>AIX</b><br>Sunday, Jan. 13                | Day-trip to the Pont du Gard and<br>Nîmes Farewell dinner       |
| <b>AIX</b><br>Monday, Jan. 14                | Depart according to individual schedules                        |