



Master Classics & Ancient Civilizations, Programme Classics  
VU University Amsterdam - Faculteit der Letteren - M Classics & Ancient Civilizations - 2013-2014

## [Programma overview \(pdf\)](#)

This programme is the natural sequel to the Bachelor study of Classics; in fact, a Bachelor in Classics, with both Greek and Latin, is obligatory for admittance to this specialization. There are two specializations: Linguistic and narratological approaches to Classical texts, and Intertextuality and Reception. Within your own specialization you follow three courses; in addition to these courses, you can choose from courses of the other specialization in Classics and from courses in Ancient history, Archaeology, Theology and Philosophy. For the first specialization, the staffs at the VU and the UvA include specialists in the field of narratology, discourse linguistics, historical linguistics, and the technique of commenting and editing texts; for the second specialization, the staffs cover the field of intertextuality and reception from Classical Antiquity via Late Antiquity, Middle Ages and Renaissance up to contemporary Dutch literature.

You can opt for two specializations:

- a. Linguistic and Narratological Approaches to Classical Texts
- b. Intertextuality and Reception

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## Master Classics & Ancient Civilizations, Programme Classics, Specialization Linguistic and Narratological Approaches to Classical Texts

Choose in period 1 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Choose in period 2 between Latin Literature: The poetics of Civil War: Lucanus' Bellum Civile and Latin Discourse Linguistics, and choose an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Choose in period 4 between The Ilioupersis in Greek (and Latin) Literature and Greek Linguistics: Ancient Greek Dialects.

Choose in period 5 Ancient Funerary Cult and its Literary Aspects or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Programme components:

- [Specialization Linguistic and Narratological Approaches to Classical Texts, Electives Semester 1](#)
- [Specialization Linguistic and Narratological Approaches to Classical Texts, Electives Semester 2](#)

Courses:

Name	Period	Credits	Code
<a href="#">Greek Linguistics: Ancient Greek Dialects</a>	Period 4	6.0	L_XGMAOHS001
<a href="#">Latin Literature: The Poetics of Civil War: Lucanus' Bellum Civile</a>	Period 2+3	6.0	L_AAMAOHS017
<a href="#">Narrativity</a>	Period 1	6.0	L_XAMAALG001
<a href="#">Term Paper Ancient History and Ancient Studies</a>	Period 3	6.0	L_OAMAOHS003
<a href="#">The Ilioupersis in Greek (and Latin) Literature</a>	Period 4	6.0	L_AAMAOHS015
<a href="#">The Pragmatics of Colloquial Latin</a>	Period 2+3	6.0	L_AAMAOHS016
<a href="#">Thesis Classics and Ancient Civilizations</a>	Ac. Year (September)	18.0	L_OAMAOHSSCR
<a href="#">Tutorial Ancient History and Ancient Studies</a>	Ac. Year (September), Period 1	6.0	L_OAMAOHS004

## Specialization Linguistic and Narratological Approaches to Classical Texts, Electives Semester 1

Choose in period 1 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Choose in period 2 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Courses:

Name	Period	Credits	Code
<a href="#">Biography of the Landscape</a>	Period 2	6.0	L_BAMAARC010
<a href="#">Burial and Ancient Society</a>	Period 2	6.0	L_AAMAARC002
<a href="#">Great Debates in Ancient Historical Studies I</a>	Period 1	6.0	L_OAMAOHS001
<a href="#">Great Debates in Ancient Historical Studies II</a>	Period 2	6.0	L_AAMAOHS005
<a href="#">Historical Landscape and Archaeological Heritage</a>	Period 1	6.0	L_AAMAERF001
<a href="#">Homeric Greece: Epics, Archaeology and the Wider Mediterranean World</a>	Period 1	6.0	L_BMMAARC010
<a href="#">Late Iron Age Societies in North Western Europe</a>	Period 1	6.0	L_BEMAARC015
<a href="#">Master Seminar Akkadian 1A</a>	Period 1	6.0	L_SAMAOHS001
<a href="#">Master Seminar Akkadian 2B: The Nabonidus Chronicle (ABC 7)</a>	Period 2	6.0	L_OAMAOHS005
<a href="#">Medieval and Neolatin: Latin Literature after Antiquity</a>	Period 2	6.0	L_AAMAOHS008
<a href="#">Money in Ancient and Medieval Society. An archaeological view</a>	Period 2	6.0	L_BAMAARC014
<a href="#">Perspectives on Ancient Landscapes</a>	Period 1	6.0	L_BAMAARC009
<a href="#">Roman Archaeology and the Romanisation Paradigm</a>	Period 2	6.0	L_BEMAARC016
<a href="#">The Archaeological Heritage of the Medieval and Early Modern Town</a>	Period 1	6.0	L_AAMAARC001
<a href="#">The Objects of Religion: Material Culture at Sanctuaries</a>	Period 1	6.0	L_BAMAARC012
<a href="#">Transformations of the Medieval Rural World: Landscapes and Settlements</a>	Period 2	6.0	L_AAMAARC003
<a href="#">Tutorial Patristics/Early Christian Studies</a>	Ac. Year (September)	6.0	L_XCMAOHS001

## Specialization Linguistic and Narratological Approaches to Classical Texts, Electives Semester 2

Choose in period 5 Ancient Funerary Cult and its Literary Aspects or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Courses:

Name	Period	Credits	Code
<a href="#">Ancient Funerary Cult and its Literary Aspects</a>	Period 5	6.0	L_XAMAOHS003
<a href="#">Greek Elite Culture in the Roman Empire</a>	Period 5	6.0	L_GOMAALG002
<a href="#">Latin Epigraphy on location</a>	Period 4	6.0	L_BEMAOHD002
<a href="#">Master Course Ancient Near Eastern Civilizations: Reception of Mesopotamian Culture</a>	Period 5	6.0	L_OAMAOHK004
<a href="#">Rise of Christianity II</a>	Period 5	6.0	L_AAMAOHS013

## Master Classics & Ancient Civilizations, Programme Classics, Specialization Intertextuality and Reception

Choose in period 1 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Choose in period 2 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Choose in period 5 Ancient Funerary Cult and its Literary Aspects or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Programme components:

- [Specialization Intertextuality and Reception, Electives Semester 1](#)
- [Specialization Intertextuality and Reception, Electives Semester 2](#)

Courses:

Name	Period	Credits	Code
<a href="#">Greek Literature: Nonnus of Panopolis' Dionysiaca (5th century): a Whirling Epic from Turbulent Times</a>	Period 2	6.0	L_XGMAOHS002
<a href="#">Intertextuality and Reception of Greek and Latin Literature</a>	Period 1	6.0	L_AAMAOHS004
<a href="#">Latin Literature: Seneca's Agamemnon from a Reception-historical Perspective.</a>	Period 4	6.0	L_XLMAOHS002
<a href="#">Term Paper Ancient History and Ancient Studies</a>	Period 3	6.0	L_OAMAOHS003
<a href="#">Thesis Classics and Ancient Civilizations</a>	Ac. Year (September)	18.0	L_OAMAOHSSCR

<a href="#">Tutorial Ancient History and Ancient Studies</a>	Ac. Year (September), Period 1	6.0	L_OAMAOHS004
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## Specialization Intertextuality and Reception, Electives Semester 1

Choose in period 1 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Choose in period 2 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Courses:

<b>Name</b>	<b>Period</b>	<b>Credits</b>	<b>Code</b>
<a href="#">Biography of the Landscape</a>	Period 2	6.0	L_BAMAARC010
<a href="#">Burial and Ancient Society</a>	Period 2	6.0	L_AAMAARC002
<a href="#">Great Debates in Ancient Historical Studies I</a>	Period 1	6.0	L_OAMAOHS001
<a href="#">Great Debates in Ancient Historical Studies II</a>	Period 2	6.0	L_AAMAOHS005
<a href="#">Historical Landscape and Archaeological Heritage</a>	Period 1	6.0	L_AAMAERF001
<a href="#">Homeric Greece: Epics, Archaeology and the Wider Mediterranean World</a>	Period 1	6.0	L_BMMAARC010
<a href="#">Late Iron Age Societies in North Western Europe</a>	Period 1	6.0	L_BEMAARC015
<a href="#">Master Seminar Akkadian 1A</a>	Period 1	6.0	L_SAMAOHS001
<a href="#">Master Seminar Akkadian 2B: The Nabonidus Chronicle (ABC 7)</a>	Period 2	6.0	L_OAMAOHS005
<a href="#">Medieval and Neolatin: Latin Literature after Antiquity</a>	Period 2	6.0	L_AAMAOHS008
<a href="#">Money in Ancient and Medieval Society. An archaeological view</a>	Period 2	6.0	L_BAMAARC014
<a href="#">Perspectives on Ancient Landscapes</a>	Period 1	6.0	L_BAMAARC009
<a href="#">Roman Archaeology and the Romanisation Paradigm</a>	Period 2	6.0	L_BEMAARC016
<a href="#">The Archaeological Heritage of the Medieval and Early Modern Town</a>	Period 1	6.0	L_AAMAARC001
<a href="#">The Objects of Religion: Material Culture at Sanctuaries</a>	Period 1	6.0	L_BAMAARC012
<a href="#">Transformations of the Medieval Rural World: Landscapes and Settlements</a>	Period 2	6.0	L_AAMAARC003



Tutorial Patristics/Early Christian Studies	Ac. Year (September)	6.0	L_XCMAOHS001
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## Specialization Intertextuality and Reception, Electives Semester 2

Choose in period 5 Ancient Funerary Cult and its Literary Aspects or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Courses:

Name	Period	Credits	Code
<a href="#">Ancient Funerary Cult and its Literary Aspects</a>	Period 5	6.0	L_XAMAOHS003
<a href="#">Greek Elite Culture in the Roman Empire</a>	Period 5	6.0	L_GOMAAALG002
<a href="#">Latin Epigraphy on location</a>	Period 4	6.0	L_BEMAOHD002
<a href="#">Master Course Ancient Near Eastern Civilizations: Reception of Mesopotamian Culture</a>	Period 5	6.0	L_OAMAOHK004
<a href="#">Rise of Christianity II</a>	Period 5	6.0	L_AAMAOHS013

### Ancient Funerary Cult and its Literary Aspects

<b>Course code</b>	L_XAMAOHS003 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. E.M. van Opstall
<b>Teaching staff</b>	dr. A.M.J. Derks, dr. E.M. van Opstall, dr. L.W. van Gils
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

#### Course objective

Acquaintance with funerary cult through the study of Greek and Latin epigraphy and epigrams; acquaintance with a multidisciplinary approach of a cultural phenomenon in Antiquity, combining archaeology, ancient history, history of religions, linguistics and literary studies; writing of a paper containing a commentary on a specific (set of) inscriptions.

#### Course content

Funerary inscriptions are original documents which encompass hundreds of years of Graeco-Roman history and come from all the areas of the Ancient world. They remember the powerful and the powerless. They tell us not only about the deaths, but also about the lives and ideas of men and women: their religious convictions, their social roles, their emotions. Funerary inscriptions are inscribed in stone, on private or public monuments, but also lead a literary life as epigrams on papyrus or parchment. During this course different aspects of funerary texts (from inscription on stone to literary epigrams) will be studied: physical

support (sarcophagus, stele, statue, monument, papyrus), setting (private or public monument), personal or collective memory (family members, civil servants, soldiers), social roles (wives, children, slaves), language (abbreviations, dialects, rhetoric), literary epigrams (metre, motifs), religion (pagan, Christian, Jewish).

**Form of tuition**

Seminars (2x2 hours weekly) by speakers from various disciplines; presentations by students

**Type of assessment**

The final score for this course is based on three elements: participation in classroom discussions (20%), the quality of an individual presentation during the course (30%) and the final paper (50%)

**Course reading**

to be announced

**Entry requirements**

Students admitted to one of the following Master’s programmes can do this course: Classics, Ancient History, Mediterranean Archaeology; adequate knowledge of Greek and Latin is required (ability to translate simple texts)

**Target group**

Master students Classics and Ancient Civilizations

**Remarks**

This module also carries UvA subject code 172411296; it can either be done as an independent module or as an in-depth follow-up of the interuniversity epigraphy courses organised in the NIA (Nederlands Instituut Athene, October-November 2013; [www.nia.gr](http://www.nia.gr)) and in the KNIR (see Royal Dutch Institute Rome; February-March 2014, code L\_BEMAOHD002; [www.knir.it/nl/onderwijs/ma-cursussen-en-masterclasses](http://www.knir.it/nl/onderwijs/ma-cursussen-en-masterclasses)); it also focuses on didactics for those who wish to become a teacher in secondary education. Obligatory presence in the courses.

**Biography of the Landscape**

<b>Course code</b>	L_BAMAARC010 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans, prof. dr. R. van der Laarse
<b>Teaching method(s)</b>	Excursion, Seminar
<b>Level</b>	400

**Course objective**

- Understanding the development of “biographical approaches” to landscape research in geography and archaeology from 1979 onwards
- Understanding different concepts of authorship and “layeredness” in landscapes

- Knowledge of different geographical, anthropological, historical and archaeological perspectives on the long-term history and temporality of landscapes
- Competence in working with these theoretical concepts in specific case studies, thereby developing interesting and useful narratives for the present-day (public) understanding and transformation of landscapes
- Competence in combining and integrating different sources (archaeological, historical, art historical) in the study of landscapes

### Course content

In heritage practices the disciplines which are dealing with culture historical heritage (archaeology, history of architecture and historical geography), are confronted more and more with each others knowledge in cases of advising about management, preservation and reuse of the historical landscape. The term 'landscape biography' can offer a common approach. In the lectures the term will be explained in a theoretical concept and placed in the perspectives of the three disciplines that were mentioned above. Analyzing a number texts the students get acquainted with differing interpretations of the term and they learn to practice it in a topic that is chosen from their own discipline.

### Form of tuition

Lectures and practical exercises

### Type of assessment

essay

### Course reading

Will be communicated later

### Entry requirements

bachelor in history, geography, archaeologie, history of architecture and studies related with heritage that are positively decided upon by the Exam Committee

### Target group

masterstudents Heritage Studies and students of other Heritage programma at a masterlevel. Master students Archaeology of ACASA

### Remarks

Attending lectures mandatory. This course is taught in collaboration with prof. dr. R. van der Laarse, coordinator of the dual master Cultural Heritage of the UVA, the Universiteit van Amsterdam (Van der Laarse works for both universities)

## Burial and Ancient Society

<b>Course code</b>	L_AAMAARC002 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar

<b>Level</b>	400
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### Course objective

The course aims to provide students with a critical knowledge and understanding of the theoretical background to burial practices. At the same time it aims to familiarize students with methodologies that focus on the relations between the burial record and the evidence of the living society. On completion of the module students will have acquired a series of analytical tools which enables them to reflect critically on the specific nature of both worlds and on the particularities that combine them or set them apart.

### Course content

This seminar is designed to gain insight into the relations between the world of the dead and that of the living focussing on the Mediterranean world in the first millennium BC. Burial practices offering interesting views on the ways the dead were treated will be studied in relation to the material record of the living in order to acquire a better understanding of the ancient societies under study.

### Form of tuition

The course will consist partly of lectures and partly of seminars and discussions based on assigned readings. The student will undertake individual research on a selected case-study, presenting the results in both oral and written form.

### Type of assessment

Participation in class room discussions, final extended essay

### Course reading

Will be made available during the course.

### Entry requirements

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes)

### Target group

Core course for Master students Specialisation 'Issues of Objects and People'; also accessible for Master students Ancient History, Classics and Ancient Civilizations

### Remarks

This module is taught at the UvA by mw. prof.dr. M. Gnade (UvA subject code 140412016). Module registration at the UvA is required.

## Great Debates in Ancient Historical Studies I

<b>Course code</b>	L_OAMAOHS001 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. R.J. van der Spek

<b>Teaching staff</b>	dr. J.J. Flinterman, dr. A. Prent, prof. dr. R.J. van der Spek, dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Thorough introduction to several important themes in the study of the ancient world. Development of theoretical and methodical approaches, with special attention for interdisciplinary perspectives. Broad knowledge of the ancient world through careful study of primary and secondary sources regarding several important topics.

### Course content

The four debates that will be treated are: R.J. van der Spek: Marketless Economy and the Asiatic Mode of Production; J.J. Flinterman: The Hellenistic World and the Coming of Rome: 220 – 146 BC.; K. Kleber: The Axial Age; M. Prent: Orientalization from Aegean perspective. Using these debates, we will deal with methodical and theoretical questions, and come to grips with the difficulties of interpreting different types of source material. What are the developments in a specific debate? Which definitions and what sort of criteria are used? What are the reasons for stagnation of a debate and what does it take to make progress again?

### Form of tuition

Seminar. Each debate will be discussed in three consecutive two-hour sessions. Students are required to actively participate through preparation of research questions, oral presentations and written papers, and giving and receiving feedback on said presentations and papers.

### Type of assessment

Written exam (75%) and paper (25%). Marks given on the scale 1 to 10. Exam and paper may not be lower than 5. Final mark must be 6 or higher.

### Course reading

To be announced on Blackboard

### Entry requirements

Students admitted to one of the following Master's programmes can take this course: Ancient Studies, Ancient History, Classics, History, research MA Classics and Ancient Civilizations, research MA History.

### Target group

(Research) Master's students of Ancient Historical Studies, specifically students of the programmes Ancient History and Ancient Studies.

### Remarks

One of the debates may be the subject of the individual "term paper" of period 3. Consult staff members.

## Great Debates in Ancient Historical Studies II

<b>Course code</b>	L_AAMAOHS005 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. E.A. Hemelrijk
<b>Teaching staff</b>	prof. dr. E.A. Hemelrijk
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

Thorough introduction to several important themes in the study of the ancient world. Development of theoretical and methodical approaches, with special attention for interdisciplinary perspectives. Broad knowledge of the ancient world through careful study of primary and secondary sources regarding several important topics.

### **Course content**

What do Christianity and ancient mystery cults have in common? Is gender a useful category of historical analysis for the ancient world? Is there a link between Roman political culture and democracy? Each of these themes is topic of fierce debate between ancient historians. These debates will be central to this course. Using these debates, we will deal with methodical and theoretical questions, and come to grips with the difficulties of interpreting different types of source material. What are the developments in a specific debate? Which definitions and what sort of criteria are used? What are the reasons for stagnation of a debate and what does it take to make progress again?

### **Form of tuition**

Seminar. Each debate will be discussed in three consecutive two-hour sessions. Students are required to actively participate through preparation of discussions, oral presentations and written papers, and giving and receiving feedback on said presentations and papers. On each debate a brief paper is written (of 2000 words). In the last session, each student presents a brief outline of his or her term-paper (to be written in period 3); topics may be selected from the debates of Great Debates I and II or from broadly related themes.

### **Type of assessment**

Three written assignments (30% each) and an oral presentation (10%). As a rule, individual assignments may not be resubmitted in order to obtain a higher mark. Only if the final mark is between 5 and 6, the paper which received the lowest mark may be resubmitted after revision; in this case, however, the final mark can never exceed 6.

### **Course reading**

Articles, book chapters, primary sources in translation (to be announced during the course)

### **Entry requirements**

Students admitted to one of the following Master's programs can take this course: MA Ancient History, Ancient Studies, or Classics and Ancient Civilizations, Research Master History, Classics and Ancient Civilizations, or Archaeology.

### **Target group**

(Research) Master's students of Ancient Historical Studies, specifically students of the programs Ancient History and Ancient Studies.

## Remarks

The course is obligatory for students of the MA Ancient History and Ancient Studies. Students of the other MA programs of ACASA (Classics, Archaeology), and students of the MA Geschiedenis can choose the course as an elective.

This module is taught at the UvA by mw. prof.dr. E. Hemelrijk (coördinator), mw.dr. L.A. Dirven, dr. J.A. van Rossum (all UvA)(UvA subject code 143417606Y). Module registration at the UvA is required.

## Greek Elite Culture in the Roman Empire

<b>Course code</b>	L_GOMAALG002 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. J.J. Flinterman
<b>Teaching staff</b>	dr. J.J. Flinterman
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

## Course objective

In-depth introduction to Greek intellectual life during the 'long second century', from the Flavian up to and including the Severan period; recognizance of the problems involved in characterizing the intellectual and cultural life of a period.

## Course content

Discussion of the life and work of some ten prominent intellectuals from the period under discussion, each of them representing a specific intellectual discipline as well as a specific view of the role in society of the *pepaideumenos*, the intellectually and culturally educated man. People who will be discussed include the philosopher and biographer Plutarch; Dio of Prusa, orator and local politician; Arrian of Nicomedia, chronicler of the philosophical discussions of Epictetus, historiographer of Alexander the Great, and high-ranking member of the imperial aristocracy; the sophist and physiognomist Polemo of Laodicea; Herodes Atticus, latter-day Croesus, large-scale benefactor, Greek sophist and Roman consul; the oneirocritic Artemidorus of Daldis; Pausanias the Periegete; Aelius Aristides, orator and mystic; the satirical genius Lucian; Galen, theorist and practitioner of medicine; and Philostratus, sophist and author of a multifaceted oeuvre.

## Form of tuition

Seminar, 4 hours a week

## Type of assessment

Weekly assignments, viva voce.

## Course reading

To be announced

## Entry requirements

Students admitted to one of the following Master's programmes can take this course: Classics and Ancient Civilizations (all three programmes) and History

### Target group

Students MA Classics and Ancient Civilizations and MA History

## Greek Linguistics: Ancient Greek Dialects

<b>Course code</b>	L_XGMAOHS001 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. mr. R.J. Allan
<b>Teaching staff</b>	dr. mr. R.J. Allan
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The student will acquire an understanding of the function of discourse particles in Ancient Greek texts and knowledge of theoretical approaches to Greek particles.

### Course content

Ancient Greek is notorious for its astonishing variety of discourse particles such as *gar*, *d*, *mn*, *oun*, etc. Acquiring a deeper understanding of the various things these particles do is highly rewarding since particles play a crucial role in the organisation of the text and give important information of the attitude of the speaker with regard to what is said en with regard to the addressee. Insight into the workings of the Greek particles, therefore, enriches one's interpretation of the text substantially. In this course, the student is familiarized with modern linguistic theory on Greek discourse particles through study of secondary literature. The acquired theoretical knowledge will be applied to the analysis of Greek literary texts (such as tragedy, Plato)

### Form of tuition

Seminar (2 x 2 hours per week)

### Type of assessment

Research assignment and/or final exam. For this course attendance of the lectures is obligatory. If a student misses more than 20% of the lectures he will not be admitted to the exam.

### Course reading

To be announced.

### Entry requirements

Students admitted to one of the following Master's programmes can take this course: Classics

### Target group

Master students Classics and Ancient Civilization



## Greek Literature: Nonnus of Panopolis' Dionysiaca (5th century): a Whirling Epic from Turbulent Times

<b>Course code</b>	L_XGMAOHS002 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. E.M. van Opstall
<b>Teaching staff</b>	dr. E.M. van Opstall
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Getting acquainted with and acquiring insight in the text and the context of the Dionysiaca (epic tradition, Late Antique aesthetics, pagans and Christians).

### Course content

Seminars examining the text and the context of Nonnus' mythological epic Dionysiaca, written in a turbulent period of tensions between pagans and Christians. This vertiginous mythological epic in 48 books (no less than 20.426 hexameters) tells the history of the demi-god Dionysus. The first books are dedicated to his ancestors, beginning with the rape of Europe by Zeus. The following books describe his birth, infancy and youth. From book 13 onwards, the central theme is Dionysus' mission to bring happiness to mankind by introducing the vine. They include his travels eastwards to India and back again to Europe, with many military conquests and erotic adventures. In the last book Dionysus is finally deified. The coherence of the narrative structure of the whole story is obscured by the accumulation of loosely interrelated episodes full of metamorphoses and mythological exempla. 'The Dionysiaca has a verbal energy and a capacity for prolific growth that makes it look like a literary version of the vine itself,' as a commentator has vividly expressed it. The meaning and the quality of the Dionysiaca are much debated. It is not merely an antiquarian or encyclopaedic work, masterfully combining old stories and mixing different genres. It is a product of contemporary aesthetics, characterised as poikilia, jewelled style, accumulative style or baroque. It also is intimately linked with contemporary religious ideas common to both pagan mystery cults and Christianity, such as the idea of a saviour god with a mission. As such, it must have appealed to its Late Antique educated audience. While a few decades ago, Late Antiquity was still considered as a period of decline, recent studies show that far from being a disillusioned world falling apart, it was an extraordinary creative period. The number of studies on Nonnus' Dionysiaca is still growing.

### Form of tuition

During the first part of the course a selection of passages of the Dionysiaca will be read and commented upon (form, content, context). During the second part, each student will present his/her interpretation of a passage.

**Type of assessment**

Presentation, written exam. For this course attendance of the lectures is obligatory. If a student misses more than 20% of the lectures he will not be admitted to the exam.

**Course reading**

R. Shorrock, *The Myth of Paganism. Nonnus, Dionysus, and the World of Late Antiquity* (London 2011).  
Syllabus with texts and articles (to be announced).

**Historical Landscape and Archaeological Heritage**

<b>Course code</b>	L_AAMAERF001 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. J. Renes
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	400

**Course objective**

Knowledge of the frameworks, legal rules and regulations for treating archaeological heritage and culture historical landscapes in the Netherlands;  
knowledge of changes in contemporary culture historical policies in the Netherlands; knowledge of the genealogy and history of the term heritage; knowledge of the various opinions on archaeological and landscape heritage in the past decades;  
critical reflection on the use of the term heritage in contemporary (archaeological) preservation policies and the management of historical landscapes.

**Course content**

In these introductory lectures theoretical, historiographical and practical topics are dealt with, that are connected with the interest and the care for historical landscapes and archaeological heritage. In the theoretical part, among other matters, attention will be paid to recent heritage opinions. The historiographic part treats the history of the archeological heritage policies and the interest in the historical natural and cultural landscape. Practical training contains the programs and legal rules and regulations for dealing with landschapes and archaeological monuments, like methods of valuation and selecting, restoration and re-destining and preservation. The course consists of lectures. Discussions will be stimulated by image material like tv-documentaries.

**Form of tuition**

lectures

**Type of assessment**

written exam

**Course reading**

will be communicated later

### Entry requirements

bachelor in history, geography, archaeologie, history of architecture and studies that are related to heritage and are admitted through a decision of the Exam Committee.

### Target group

masterstudents Heritage Studies and students of other heritage programs at a master level. Master students Archaeology of ACASA (VU/UvA)

### Remarks

Attending the lectures mandatory

## Homeric Greece: Epics, Archaeology and the Wider Mediterranean World

<b>Course code</b>	L_BMMAARC010 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. J.P. Crielaard
<b>Teaching staff</b>	prof. dr. J.P. Crielaard
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The course aims to explore the interrelationships between textual, archaeological and anthropological sources of information. At the end of the course, you will have acquired a more profound knowledge of early Greek culture and will be able to place this in a wider Mediterranean framework.

### Course content

In this course we will focus on the interconnections between the Homeric epics and archaeology. In an introductory lecture the research topic and the course's main aims will be defined. During the following two sessions we will discuss the problem of the historicity of the epics. The remainder of the course will be devoted to specific aspects of material culture in the Iliad and Odyssey, more in particular their functioning and socio-cultural significance. Examples of themes that we will discuss are objects and exchanges, social structures, warfare, and death, burial rituals and afterlife. We will also reflect on the connections with the wider Mediterranean world. We will look at, for instance, cultural encounters and aspects of identity (the self vs. the culturally other) in the epics and how these may be related to contemporary 'protocolonial' experiences. A number of times we use video material that offers anthropological comparanda for, for instance, warfare and exchanges in non-Western societies. These archaeological and anthropological insights we will use to analyse parts of the Iliad and Odyssey (in translation).

### Form of tuition

Students prepare topics by means of close reading of academic texts and present their viewpoints during weekly plenary discussion sessions and

in a short written report (ca. 3 pages). This series of papers provides the basis for writing a final essay in which general conclusions are drawn regarding the interdisciplinary study of the society that produced the Homeric epics.

### **Type of assessment**

Participation in class room discussions and weekly written reports, (short) final essay.

### **Course reading**

Will be made available during the course.

### **Entry requirements**

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes)

### **Target group**

Core course for Master students of Mediterranean archaeology, specialisation 'Mediterranean interconnections'; also accessible for Master students Ancient History, Classics and Ancient Civilizations.

### **Remarks**

Attendance is obligatory.

## **Intertextuality and Reception of Greek and Latin Literature**

<b>Course code</b>	L_AAMAOHS004 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	dr. M.H. Koenen, dr. E.M. van Opstall
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

Solid overview of the current state of reception theory. A survey of the history of classical receptions in western culture. A number of detailed case studies in the reception of Virgil's Aeneid.

### **Course content**

General lectures on reception theory and intertextuality, focused on crucial periods for both fields (Late Antiquity, Byzantium, Carolingian Renaissance, Italian Renaissance, Romanticism, Post-Modernism); seminars concentrating on one key text (Virgil's Aeneid) in which theoretical and general themes are applied to detailed case-studies.

### **Form of tuition**

Plenary lectures on the theory, practice and history of intertextuality and reception; seminars (work-groups) on one exemplary text, viz. Vergil's Aeneid. Detailed examination of reception theory and practical examples taken from different periods; detailed examination of forms and functions of intertextuality and practical examples taken from different

periods; ability to put both into practice.  
Contact hours seminar: 3 hours per week  
Contact hours lectures: 2 hours per week

### Type of assessment

Written exam (60%) and presentation during the seminar (40%)

### Course reading

- Syllabus  
- Ph. Hardie 2013, *The Last Trojan Hero. A Cultural History of Virgil's Aeneid*, Tauris, London

### Entry requirements

BA in Classics, or compatible expertise.

### Target group

Master students Classics and Ancient Civilizations

### Remarks

This module is taught at the UvA by dr. Piet Gerbrandy, dr. David Rijser (both UvA) and dr. M. H. Koenen, dr.E.M. van Opstall (both VU) (UvA subject code 172411256Y). Module registration at the UvA is required.

## Late Iron Age Societies in North Western Europe

<b>Course code</b>	L_BEMAARC015 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Upon successful completion of this course, you will:

1. have a deep knowledge of, and insight into the structure and development of Late Iron Age societies in North Western Europe.
2. have an extensive knowledge of the actual debate about the major social changes in Late Iron Age societies as well as of theories and concepts relevant for the explanation of these changes. This course also provides a firm basis for understanding the social and cultural transformation of Celto-Germanic societies after their integration into the Roman empire.

### Course content

The course starts with an introductory lecture in which the main research topics and the organisation of the course are outlined. In the following lectures we will discuss specific themes of research, including material culture and the ethnic debate, Oppida and the urbanisation process in pre-Roman Gaul, Diffusion and social role of Iron Age coinage; Cult places and their material culture, Material culture studies: the case of glass La Tène bracelets, Mediterranean connectivity: the wine consumption in Late Iron Age Gaul. The final

meetings will be used for the presentation of essays by students. Key concepts: ethnicity, state formation, urbanisation, Laténisation, connectivity with the Mediterranean world.

**Form of tuition**

Lectures, guest-lectures, class room discussions

**Type of assessment**

Written essay (70%), participation in class room discussions (10%), oral presentation (20%).

**Course reading**

Will be made available during the course.

**Entry requirements**

Students admitted to one of the following Master’s programmes can take this course: Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes)

**Target group**

Core course for Master students following the specialisation Late Iron Age and Roman archaeology of the programme Archaeology North Western Europe.

Latin Epigraphy on location

<b>Course code</b>	L_BEMAOHD002 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A.M.J. Derks
<b>Teaching staff</b>	dr. A.M.J. Derks
<b>Teaching method(s)</b>	Seminar, Computer lab
<b>Level</b>	400

Latin Literature: Seneca’s Agamemnon from a Reception-historical Perspective.

<b>Course code</b>	L_XLMAOHS002 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. M.H. Koenen
<b>Teaching staff</b>	dr. M.H. Koenen
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

The aim of this class is (a) to become thoroughly acquainted with Seneca Tragicus (b) to learn to appreciate the workings of intertextuality in

his tragedy Agamemnon and (c) to explore the way this play has inspired authors from three periods: Late Antiquity, Renaissance & Classicism, 20th Century.

### Course content

Within the context of the history of European drama the Roman author Seneca can be compared with a sandglass. He incorporates much from a number of preceding literary texts (Homer, Greek Tragedy, Tragedies from Republican Rome, Vergil, Ovid) into his own tragedies, which on their part have inspired authors from Late Antiquity, e.g. Dracontius in his epyllion Orestis Tragoedia (500 AD), as well as Renaissance/Classicistic poets (Vondel, Shakespeare, Corneille, Racine). After a period of unpopularity in the 19th century one observes a revival of Seneca's tragedies after World War I and the beginning of Le Théâtre de la Cruauté, e.g. the famous play Mourning becomes Electra by the American author Eugene O'Neill (1931), which in 2013-2014 is included in the repertoire of Toneelgroep Amsterdam. After World War II this upward trend continues, e.g. the adaptations by Hugo Claus (c. 1970).

In this class we will explore the several stages of the reception by Seneca as well as the reception of this Roman author himself in later times. We will focus on his Agamemnon, a tragedy about the Greek commander Agamemnon who on his return from Troy is killed by his wife Clytemnestra. In this play important roles are also assigned to the tragic heroines Cassandra and Electra.

The central question will be: how does the twofold reception influence the interpretations of Seneca's Agamemnon?

### Form of tuition

Lectures and seminars.

### Type of assessment

The final score for the course is based on (1) participation in classroom discussion (20%); (2) individual presentation (40%); (3) paper (40%).

### Course reading

Latin text as well as a Dutch Translation of Seneca's Agamemnon will become available in Blackboard/Course Documents in January 2014.

### Entry requirements

BA Classics or compatible expertise (with Latin). Students admitted to one of the following Master's programmes can take this course: Classics and Ancient Civilizations (all three programmes).

NB: Participants are expected to have read the Dutch translation of the Agamemnon before the first meeting.

### Target group

Master students Classics and Ancient Civilizations

### Remarks

This module is taught by dr. M. H. Koenen (VU) and prof. dr. P.H. Schrijvers (UvA).

## Latin Literature: The Poetics of Civil War: Lucanus' Bellum Civile

<b>Course code</b>	L_AMAOHS017 ()
<b>Period</b>	Period 2+3

<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. M.A.J. Heerink
<b>Teaching staff</b>	dr. M.A.J. Heerink
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course content

What kind of epic would one write after Virgil's instant classic, the Aeneid? One answer is given by Ovid's metamorphosis of the Aeneid and the epic tradition in general. Lucan's epic on the Civil War between Caesar and Pompey (mid first century BC) provides a dramatically different answer. This epic, dedicated to Nero, about a historical subject, in which the traditional gods are virtually absent, has been called iconoclastic, an anti-Aeneid and even an anti-epic. Through the ages, this post-Virgilian epic has always found a readership and can be regarded a classic, but is has also evoked passionate and quite diverse reactions in its readers. Dante was a great admirer, and Shelley thought that the Bellum Civile was "of wonderful genius and transcending Virgil". Others, however, found the poem too gruesome, rhetorical or extravagant.

In this seminar, we will try to make sense of this unique epic by studying several of its aspects, for instance its place in the epic tradition and in the social and historical context of Neronian Rome, its language, style and humour, and instances of its long and rich reception.

### Form of tuition

Lectures and seminars

### Type of assessment

The final score for the course is based on (1) individual presentation (40%), (2) written examination of individual reading list (60%).

### Course reading

Will be made available during the course.

### Entry requirements

BA Classics or compatible expertise (with Latin)

Students admitted to one of the following Master's programmes can take this course: Classics and Ancient Civilizations (all three programmes).

### Target group

Master students Classics and Ancient Civilizations

### Remarks

This module is taught at the UvA by dr. Heerink (UvA subject code 172411366Y). Module registration at the UvA is required.

## Master Course Ancient Near Eastern Civilizations: Reception of Mesopotamian Culture

<b>Course code</b>	L_OAMAOHK004 ()
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<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. R.J. van der Spek
<b>Teaching staff</b>	prof. dr. R.J. van der Spek, dr. K. Kleber
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	400

### Course objective

Exploring themes in the history and culture of the Ancient Near East from an interdisciplinary perspective.

### Course content

Reception of Mesopotamian Culture. The History of Mesopotamian Civilization is a long history of about three millennia and has gone through a long process of conservation and adaptation of its own culture. A.L. Oppenheim calls this "the stream of tradition". The culture of Mesopotamia also left its marks outside Mesopotamia, as in the civilizations of the Hittites, the Levant (Israel) and the Graeco-Roman world. Specialists of various fields will elucidate this process in the respective civilizations.

### Form of tuition

Lectures and discussion sessions

### Type of assessment

Weekly assignments and paper

### Course reading

to be announced

### Entry requirements

BA in Ancient Civilizations (Oudheidkunde), Classics, Archaeology, History, Theology, Philosophy.

### Target group

MA and rMA Ancient Studies with specialisation in Neo-Babylonian/Assyrian and other MA students of Classics and Ancient Civilizations, Archaeology, History, Theology with interest in the Ancient Near East.

## Master Seminar Akkadian 1A

<b>Course code</b>	L_SAMAOHS001 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

- a) training of Akkadian language skills: grammar, translation, reading of cuneiform;
- b) reinforcement of detailed historical knowledge ;
- c) acquisition of skills needed for a scientific edition of unedited cuneiform texts.

**Course content**

The topics of this course change yearly so that Research Master students can participate more than once. Topics are, for example "Neo-Babylonian Economy and Society"; "Introduction to Archival Studies"; "The Bisotun Inscription"; "Neo-Assyrian and Neo-Babylonian Letters.. In the 2012 course an introduction to archival studies will be offered with reading and copying original tablets from the collections of the VU and Leiden.

**Form of tuition**

Research and reading seminar. It is a combination of an Akkadian reading course, independent research by the students and discussion seminar. Students will present their research in class. Students can choose to write a term paper in period 3 instead of their term paper in the course "Great Debates". 2 hours per week

**Type of assessment**

Weekly assignments on the basis of original text and secondary literature; preparations of discussions, student's presentations in class..

**Course reading**

To be announced.

**Entry requirements**

Students admitted to one of the following Master's programmes can take this course: Ancient Studies, (who have adequate reading and translation skills in Akkadian)

**Target group**

Students MA and RMA Ancient Studies with Babylonian

**Master Seminar Akkadian 2B: The Nabonidus Chronicle (ABC 7)**

<b>Course code</b>	L_OAMAOHS005 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. R.J. van der Spek
<b>Teaching staff</b>	prof. dr. R.J. van der Spek
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

- a) training of Akkadian language skills: grammar, translation, reading of cuneiform;
- b) reinforcement of detailed historical knowledge;

c) acquisition of skills needed for a scientific edition of unedited cuneiform texts.

### Course content

The topics of this course change yearly so that Research Master students can participate more than once. Topics are, for example "Neo-Babylonian Economy and Society"; "Introduction to Archival Studies"; "The Bisotun Inscription"; "Neo-Assyrian and Neo-Babylonian Letters".

In the 2013 course we shall read the so-called Nabonidus Chronicle (ABC 7), which records the last years of king Nabonidus and the conquest of Babylonia by Cyrus the Great. We shall do this on the basis of handmade copies and photographs of the tablet. It is our goal to make a new scholarly edition of the tablet with transliteration, translation and commentary. This is useful as new readings have been proposed in the recent past and other passages deserve reconsideration.

### Form of tuition

Research and reading seminar. It is a combination of an Akkadian reading course, independent research by the students and discussion seminar. Students will present their research in class. Each student will prepare a commented edition.

### Type of assessment

Weekly assignments on the basis of original text and secondary literature; preparations of discussions, student's presentations in class. Grades 1-10.

### Course reading

A.K. Grayson, Assyrian and Babylonian Chronicles. Locust valley 1975.  
S. Smith, Babylonian Historical Texts, pl. XI -XIV; pp. 98-123.  
Photos and other copies presented in class.

### Entry requirements

Students admitted to one of the following Master's programmes can take this course: Ancient Studies (who have adequate reading and translation skills in Akkadian). Any MA student with advanced knowledge of Akkadian.

### Target group

Students MA and RMA Ancient Studies with Babylonian. MA students Assyriology.

## Medieval and Neolatin: Latin Literature after Antiquity

<b>Course code</b>	L_AAMAOHS008 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The module comprises a thematic survey of a subject in the Latin literature of the Middle Ages and the Renaissance. This year's course will study the function of visual images in Latin literature and its cultural context up to the 17th century.

### Course content

In this course both formal ecphrases of works of visual art and visualizing descriptions in general are closely studied in Latin texts from Late Antiquity to ca. 1650. e.g. Ammianus Marcellinus, Claudian, Walafrid Strabo, Mattieu de Vendôme, Petrarca, Pontano, Alciati, Janus Secundus and Constantijn Huygens. Attention will be paid to modern theory on visualization in literature.

The module is integrated in the MA-programme of Golden Age Studies and connects with this year's subject of Jacob Cats and emblematic literature.

The module is given in collaboration with the University of Ghent, Belgium. Joint sessions with Ghent students and professors are included.

### Form of tuition

Seminars.

Seminar Middle Ages: 2 hours per week

Seminar Early Modern Period: 2 hours per week

For the excursion to Ghent subsidy will be sought, but a small individual contribution will be inevitable.

### Type of assessment

Written exam, block 2 week 8 (60%), and presentation, block 2 week 8 (40%).

### Course reading

- Syllabus.
- J. Heffernan, Museum of Words. The Poetics of Ecphrasis from Homer to Ashbery, Chicago 2004

### Entry requirements

BA Classics or Latin, Medieval or Early Modern Studies, History, or Art History. In principle texts will be studied in the original Latin.

However, or those deficient in Latin will be able to follow the course with the help of translations.

### Target group

Master students Classics and Ancient Civilizations; MA Medieval and/or Early Modern (Art-) History, MA 'Cultuurwetenschappen' Students with a different background than a bachelor programme in Latin, or Greek and Latin will be able to read the texts in translation

### Remarks

This module is taught at the UvA by dr. P.S. Gerbrandy, dr. D. Rijser (both UvA) and dr. W. Verbaal (University of Ghent)(UvA subject code 172411266). Module registration at the UvA is required.

## Money in Ancient and Medieval Society. An archaeological view

<b>Course code</b>	L_BAMAARC014 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English

<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. J.G. Aarts
<b>Teaching staff</b>	dr. J.G. Aarts, prof. dr. V.V. Stissi
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

Upon successful completion of this course, you will:

- have acquired a general knowledge of the western discourse on the 'transformative powers' of money in (Ancient and Medieval) society
- have acquired an extensive view of the key themes in the debate on the use of money in Ancient and Medieval societies
- have learned to take your own position in the debate on these topics
- have learned to make use of different types of evidence and combine them in synthetical research
- understand how to apply different methodologies to different kinds of research questions
- be able to design and conduct your own research in a case study of your choice and write a paper on it

### **Course content**

Money has always been regarded as having a profound impact on the societies which made use of it. This course is focussed on the emergence and spread of money in Ancient and Medieval societies, and its wide repertoires of use. This will be treated from the perspective of several 'hot issues' in economic and numismatic research regarding societies our archaeological departments cover: monetization and its impact on the economy and society; the structure of governmental finance in Classical Athens and the Roman Empire, banks and the role of credit, ritual use of money, money and propaganda and the impact of Roman money on societies in the northwestern Empire. The selected themes are intended to give a as wide as possible scope on the vastness of numismatic research and archaeological and historical research involving coinage, and serve simultaneously as case studies for different methodological approaches used in this field. Special attention will be paid to the use of quantitative methods, anthropological theories of money and the use of various source materials: archaeological evidence (coins and other material culture) and ancient texts (literary texts and epigraphy).

### **Form of tuition**

Lectures provided by teacher, class room discussions.

### **Type of assessment**

Participation in class room discussion (including small written assignments (40%), written essay (60%).

### **Course reading**

Will be made available at the beginning of the course.

### **Entry requirements**

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes)

### **Target group**

Course for all Archaeology Master students. Also accessible for Master students Ancient History, Medieval History, Ancient Cultures and Classics.

## Narrativity

<b>Course code</b>	L_XAMAALG001 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. L.W. van Gils
<b>Teaching staff</b>	prof. dr. C.H.M. Kroon, dr. mr. R.J. Allan, dr. L.W. van Gils, dr. M.G. Onrust
<b>Teaching method(s)</b>	Lecture, Seminar
<b>Level</b>	400

### Course objective

Narrativity is a characteristic of a wide range of text types. The student is capable of analyzing narrative characteristics in several types of texts in such a way that the resulting insights can be put to use in the issues of their specialization.

### Course content

The art of storytelling is traditionally studied in corpora of narrative texts. Stories are not only told in prototypical narrative texts, however. A writer can persuade by presenting his argument in the form of a story or he can write an informative text while using narrative principles. Journalists, for instance, make use of narrative principles when they insert quotations or dialogues in their newspaper articles. Also other text types such as forensic speeches, informative texts on the world wide web and corporate stories may show traces of narrativity. Knowledge of narrative principles and their effects is, therefore, necessary for academics working with texts, whether their work involves the production of texts, the analysis of literature or the interpretation of historical sources.

This course investigates the characteristics of narrativity and covers several narrative principles such as time, plot, focalization and speech representation. These principles will be discussed from the view point of narratological theory and illustrated by means of examples from both classical and modern literature.

Apart from this theoretical part (3 EC), students will study the use of these narrative principles in non-narrative texts (3 EC).

There will be two seminar groups, one for master students Classics and Ancient Civilizations and one for master students Schrijven en Vertalen. Depending on their specialization, students will analyze classical texts of genres that are not prototypically narrative (e.g. tragedy, forensic speeches, letters, poetry) or they will study and, most importantly, learn to apply narrative principles in newspaper articles, web texts, corporate stories et cetera. In both seminars, the central issue will be the effect of narrativity in non-narrative texts.

### Form of tuition

Weekly lectures, seminars

**Type of assessment**

Written exam, essays

**Course reading**

David Herman (ed.) 2009. The Cambridge Companion to Narrative. Cambridge University Press.

**Entry requirements**

Bachelor in Humanities

**Target group**

Master students Schrijven en vertalen, Master students Classics and Ancient Civilizations

**Remarks**

Language of tuition is English, but the seminars for Master students CIS: Schrijven en vertalen are in Dutch.

## Perspectives on Ancient Landscapes

<b>Course code</b>	L_BAMAARC009 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. S.J. Kluiving
<b>Teaching staff</b>	dr. S.J. Kluiving, dr. A. Prent
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

- Understanding of theoretical concepts and approaches in current landscape research: processual, interpretative, phenomenological
- Competence in applying these concepts and approaches to specific case studies in European and Near Eastern Archaeology

**Course content**

The course focuses on the following key issues and research questions:

- How do we look at past landscapes within an archaeological framework?
- What characterizes the different methodological -like new processual, phenomenological, hermeneutic and Annaliste- approaches in landscape archaeology?
- What are the underlying concepts?
- How do we apply these approaches in our own research?

These issues and questions are discussed with the help of cases taken from Northwest-European, Scandinavian and Mediterranean archaeology.

**Form of tuition**

Lectures, class room discussions

**Type of assessment**

Written essay (70%), participation in class room discussions (30%).

**Course reading**

Will be made available during the course

**Entry requirements**

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes)

**Target group**

Core Course for Master students Specialisation Landscape Archaeology. Also accessible to Master students Ancient History and Ancient Cultures, as well as Geo-archaeology.

**Rise of Christianity II**

<b>Course code</b>	L_AAMAOHS013 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

Insight in the complex development of Christianity by using an interdisciplinary approach; familiarity with various sources, such as texts, archaeological remains and sociological data, as well as sociological and anthropological theories.

**Course content**

During the four centuries following the death of Jesus of Nazareth, the movement of his followers developed from an obscure oriental sect into the sole legitimate religion of the Roman empire. The goal of this course is to study and to understand this spectacular development. In order to do so, we study the development of the Christian movements in the context of their surroundings, the Roman world. Followers of Christ will be studied in relation to the religion of the Roman state, contemporary Judaism and so-called mystery cults. In addition, attention will be paid to the social composition of the Christian communities, the appeal of the new cult to women and the role of Christian martyrs in the growth and dissemination of the new faith. Last but not least, the role of Constantine and other Christian emperors during the fourth century will be a central issue. Ancient literary sources (in translation), material remains and secondary literature on the subject will serve as the starting point of this course.

**Form of tuition**

Lectures, 2 hours a week

**Type of assessment**

Exam, (2 x 30 %), two smaller assignments (2x 20%).



### Course reading

Clark, G. 2004: Christianity and Roman Society (Key Themes in Ancient History, Cambridge) . Various article that can be found on Blackboard.

### Entry requirements

Students admitted to one of the following Master's programmes can take this course: Ancient history, Ancient Studies, Classics, History, Archaeology (all three programmes) , Religious Studies, Theology, Art History

### Target group

Ancient Historians, Classicists, Church Historians, Historians of Religion, Archaeologists, Art Historians

### Remarks

This module is taught at the UvA by dr. K.C. Innemée and various guest lecturers (UvA subject code 144410046). Module registration at the UvA is required.

## Roman Archaeology and the Romanisation Paradigm

<b>Course code</b>	L_BEMAARC016 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A.M.J. Derks
<b>Teaching staff</b>	dr. A.M.J. Derks
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Upon successful completion of this course, you will:

1. have acquired a profound knowledge of key positions within the long-lived academic debate on cultural changes within the multi-cultural context of the Roman empire ('romanisation') and the theoretical foundations thereof;
2. have learned to define and defend a position of your own in this debate in both oral and written form;
3. have acquired a basic understanding of the diverse mechanisms that directed the process of cultural change among various groups and societies under Roman rule;
4. have acquired a profound knowledge of the immense cultural differences the impact of Roman rule had on the communities of the empire
5. have acquired some ability to connect the debate on cultural change in the Roman empire with discussions on identity, inclusion and cultural change in contemporary society.

### Course content

One of the key issues of Roman archaeology is to describe and explain the cultural changes that took place in the communities that had been absorbed by the Roman empire. Related to this issue is the question as to how the Roman empire was able to keep together a world empire

consisting of many different people and ethnicities with as many different traditions for so long. Over the past two centuries, generations of ancient historians and archaeologists have tried to provide answers to these central questions of the discipline, taking very different sometimes conflicting and often contested, positions. This course begins with an opening lecture in which the aims of the course are set out and a first global overview of the problem is presented. During the second class the obligatory course reading will be discussed. For the following classes, each participant will have to prepare an oral presentation on one or more key publications in the debate. The reading material will cover all parts of the empire, the northwestern and Mediterranean provinces as well as Italy. At the end of the course all participants will have to submit a paper using a case study from a particular region of the empire.

### Form of tuition

Lectures, class room discussions

### Type of assessment

Participation in class room discussions (10%), oral presentation (30%), written essay (60%).

### Course reading

Burke, P., 2009: Cultural hybridity, Cambridge.

### Entry requirements

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes)

### Target group

Core course for Master students Archaeology, Specialisations II (Mediterranean interconnectivity) and III (Late Iron Age and Roman archaeology of Northwest Europe). Also accessible for Master students Ancient History, Ancient Studies, and Classics and Ancient Civilizations.

## Term Paper Ancient History and Ancient Studies

<b>Course code</b>	L_OAMAOHS003 ()
<b>Period</b>	Period 3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. R.J. van der Spek
<b>Level</b>	400

### Course objective

Independent evaluation of scholarly debates and the applied methodology; to give written testimony of this according to the norms of scientific publication.

### Course content

The topic of the term paper is based on one of the courses taught in the first semester, such as the course "Great Debates in Ancient Historical Studies".

**Form of tuition**

Individual supervision by one of the ACASA staff members, unspecified number of supervisory interactions

**Type of assessment**

Written paper

**Course reading**

Depending on the subject.

**Entry requirements**

Students admitted to one of the following Master's programmes can take this course: RMA Classics and Ancient Civilizations, rMA History, History specialisation Ancient History, Ancient History, Ancient Studies

**Remarks**

Each student is required to initiate contact with a prospective supervisor before 1 December.

## The Archaeological Heritage of the Medieval and Early Modern Town

<b>Course code</b>	L_AAMAARC001 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

After this course you will:

- have an insight into the origin and development of the medieval town in Europe
- have a more specific knowledge of the urban landscape in the Netherlands
- be able to relate archaeological research to general
- be able to formulate ideas for archaeological research within medieval towns

**Course content**

This course focusses on the development of towns from the late-Roman period until the end of the middle ages. We will study the decline of urban life in the late-Roman period and see how the Roman past structured medieval developments. The topography of early medieval proto-urban settlements is discussed as well as their religious and economic functions. During the Carolingian period Dorestad was the hub in an international network of trading settlements or early towns. The functioning of this network is assessed as well as its relevance for the growth of towns in the later middle ages. Special attention is paid to the large-scale urban expansion which took place in the later middle ages, when the society and economy saw a profound transformation. Conceptual frameworks in the study of urbanism are subject of the module

as well as specific urban research topics as cesspits or artisanal production. Developments in the Low Countries are placed in a general European perspective, where some attention is paid to the Mediterranean world.

Seminars focus on individual or of groups of towns and provide case studies against which general developments can be evaluated. Different groups of towns along the rivers Rhine, Meuse or Scheldt come into. Visiting lecturers present results from the research conducted in their town.

### **Form of tuition**

Formal lectures and seminars and an excursion

### **Type of assessment**

Oral and written reports, final essay

### **Course reading**

Hodges, R., 2000: Towns and Trade in the age of Charlemagne. London.

Schofield, J./A. Vince 2003: Medieval towns : the archaeology of British towns in their European setting. (Archaeology of medieval Europe, 1100-1600). London.

Verhulst, A., 1999: The rise of cities in north-west Europe. Cambridge.

Other literature will be made available on the blackboard.

### **Entry requirements**

Students admitted to one of the following master's programmes can take this course: Archaeology, History, Heritage Studies

### **Remarks**

This module is taught at the UvA by prof.dr. J.H.G. Gawronski (UvA subject code 140412036). Module registration at the UvA is required.

## **The Iliouperis in Greek (and Latin) Literature**

<b>Course code</b>	L_AAMAOHS015 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

The aim of this module is to increase your knowledge of important texts from Greek literature, to learn to apply different methodologies when close-reading these texts (mainly intertextuality, narratology, and New Historicism).

### **Course content**

In this module you will read a selection of texts from Greek literature which deal with the theme of the Fall of Troy: a.o. Homer Iliad, epic cycle, archaic lyric (Stesichorus, Ibycus, Alcaeus), Aeschylus Agamemnon, Euripides Hecuba, Troades, Q. Smyrnaeus, Triphiodorus Iliou Halosis. In the papers attention will also be given to Latin versions of

the Ilioupersis (e.g. Virgil Aeneid 2, Ovid. Metam. 13.404-622, Petronius Satyricon).

**Form of tuition**

Seminar (four weeks 2x2 hours p.w., one day oral presentations)

**Type of assessment**

Oral presentation and written examination

**Course reading**

Syllabus (on blackboard)

**Target group**

BA GLTC

**Remarks**

This module is taught at the UvA by mw. Prof. Dr. Irene J.F. de Jong (UvA subject code 172411326). Module registration at the UvA is required.

## The Objects of Religion: Material Culture at Sanctuaries

<b>Course code</b>	L_BAMAARC012 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. A.M.J. Derks
<b>Teaching staff</b>	dr. A.M.J. Derks, dr. P.S. Lulof
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

Students who will have successfully completed this course will

- 1.) have a good understanding of religion in Etruria and Rome;
- 2.) have acquired a thorough knowledge of the symbolic nature and potential multivocality of material culture;
- 3.) have developed a methodology to interpret a case study;
- 4.) have the ability to write a concise and clearly structured paper with a well-focused argument.

**Course content**

This course focuses on the interpretation of material culture from sanctuaries in Etruria, Republican Rome and Italy, and the Mediterranean provinces of the Roman empire. Most finds from these sanctuaries will have played a role in the religious communication between man and god. While it thus may be assumed that many finds had a strong symbolic dimension, excavation reports often do not reach beyond basic descriptions of the finds themselves. In the introductory lecture to the course, several competing models of interpretation will be presented and a methodology that might help us to decipher the codes of the material culture from sanctuaries will be discussed. This will be followed by two meetings where we will discuss theoretical literature on the anthropology of religion and on the religion of Etruria and Rome. The remaining meetings will be used for oral presentations in which students

present their own interpretation of a pre-selected site. All participants subsequently write an essay on the subject of their oral presentation.

#### **Form of tuition**

Lectures, class room discussions and oral presentations with discussion and feedback from the instructors.

#### **Type of assessment**

Oral presentation, participation in class room discussions, final essay.

#### **Course reading**

Will be made available during the course.

#### **Entry requirements**

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes)

#### **Target group**

Core course for Master students Specialisation 'Mediterranean material culture: issues of objects and people'; also accessible for Master students Ancient History, Classics and Ancient Civilizations.

## The Pragmatics of Colloquial Latin

<b>Course code</b>	L_AAMAOHS016 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. R. Risselada
<b>Teaching staff</b>	dr. R. Risselada
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

#### **Course objective**

Students will be introduced to current views on so-called colloquial Latin as an umbrella term for various spoken, substandard and/or non-literary variants. They gain insight into processes of standardization and diachronic developments of Latin, with special attention to pragmatic and sociolinguistics aspects. They will be trained in corpus research, advanced academic presentation and critical debate.

#### **Course content**

In Latin linguistics we usually concentrate on aspects of Classical Latin, which was a highly formalized literary standard language. In this seminar we will focus attention on pragmatic properties of non-literary and substandard texts, which are more closely connected with actually spoken variants of Latin. We will also go into specific methodological problems involved in the research of these types of texts.

In the introductory lectures various aspects of spoken, substandard and/or non-literary variants of Latin are discussed, as well as recent literature on processes of standardization, orality, sociolinguistic

aspects and diachronic developments, with special attention to discourse pragmatic aspects, such as word order, referential systems, and sentence complexity. In the second part we choose one of these issues as our central research topic, which the students are invited to apply to a variety of colloquial texts. The results are presented orally and in a written paper.

**Form of tuition**

Seminar (four weeks 2x2 hours p.w., one day oral presentations)

**Type of assessment**

Oral presentation and written paper.

**Course reading**

Studiemateriaal: syllabus (on blackboard)

**Target group**

Master students Classics and Ancient Civilizations

**Remarks**

This module is taught at the UvA by dr. Risselada (UvA subject code 172411316Y). Module registration at the UvA is required.

## Thesis Classics and Ancient Civilizations

<b>Course code</b>	L_OAMAOHSSCR ()
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	18.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. R.J. van der Spek
<b>Level</b>	400

**Course objective**

The aim is to carry out research into a specialized subject or theme taken from the field of Classics and Ancient Civilizations, leading to a written presentation of the results. This thesis will provide proof of the student's capability to conduct research according to academic standards and capacity to develop his or her own view of how to deal with primary data.

**Course content**

The subject and content of the thesis are defined in consultation with the supervisor. The student is required to contact one of the staffmembers whose field of research best fits the type of research to be carried out. A second supervisor will be approached afterwards.

**Form of tuition**

In a series of one to one sessions, the supervisor gives feedback to the student. As a first step, the student defines his or her research topic. When this is approved of by one of the staff members, it is determined which staff members will act as a supervisor and second examiner, respectively.

**Type of assessment**

The thesis will be assessed by two staff members, who will together mark the thesis. Important criteria are originality, argumentation, style of writing, adequate references to source material and secondary literature, and -if relevant- the use of illustrations.

### Course reading

To be announced

### Entry requirements

Bachelor degree (cf. admission rules)

### Target group

MA students

### Remarks

Start consultation of staffmembers in the first semester.

## Transformations of the Medieval Rural World: Landscapes and Settlements

<b>Course code</b>	L_AAMAARC003 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

After this course the student will

- be able to present a general overview of the history of habitation of the major regions in the Netherlands on the basis of archaeological sites
- have knowledge on the developments of the physical landscape of the Netherlands during the last two millennia
- have an insight into subsistence strategies from the late-Roman period into the early modern age
- be able to understand the regional variation in material culture as house plans, ceramics and the like
- be able to put the Dutch developments into a broader European perspective

### Course content

Most archaeological research over the past decades in the Netherlands concerns settlements from the medieval period. This module focusses on these rural settlements, whereas another module is oriented towards the archaeology of towns. The developments of rural settlements displays a marked variation in western Europe as a whole and in the Netherlands in particular. Settlements were in a constant process of transformation with respect to their location, layout and material culture. One of the goals of this module is to get a grip on the regional differentiation within the Low Countries and to evaluate the causes of the variation. Because settlements cannot be studied apart from the landscapes in which they were situated, landscape dynamics form an important part of the module as well. We will also put the Dutch developments in a European



context, by studying other regions in northwestern Europe.

**Form of tuition**

Formal lectures and seminars and an excursion

**Type of assessment**

Oral and written reports, final essay

**Course reading**

One of the books used is Johnson, M. 2007: Ideas of landscape, Oxford.  
Other literature will be made available on the blackboard.

**Entry requirements**

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) , History, Heritage Studies

**Remarks**

This module is taught at the UvA by dr. A.A.A. Verhoeven (UvA subject code 140412006). Module registration at the UvA is required.

### Tutorial Ancient History and Ancient Studies

<b>Course code</b>	L_OAMAOHS004 ()
<b>Period</b>	Ac. Year (September), Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. J.J. Flinterman
<b>Level</b>	400

### Tutorial Patristics/Early Christian Studies

<b>Course code</b>	L_XCMAOHS001 ()
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Letteren
<b>Coordinator</b>	dr. N.M. Vos
<b>Level</b>	400