



## Classics and Ancient Civilizations (research)

Vrije Universiteit Amsterdam - Faculteit der Geesteswetenschappen - M Oudheidstudies (research) - 2016-2017

The ancient world of the Mediterranean, West Asia, and western Europe is currently studied either by archaeologists, or by ancient historians, or by researchers specialized in the Greek or Latin or Near Eastern languages. However, we believe that – in addition to solid, in-depth research – thematic research integrating all these fields of study generates important new insights and opens up entirely new paths in research. We combine the best of two worlds, both by offering these two different approaches and by cooperating closely with our colleagues of the University of Amsterdam (the best of two universities!).

### **Your programme**

Classics and Ancient Civilizations is a two-year, full time research master's programme (120 EC) dealing with archaeology, culture and languages of the Ancient World of the Mediterranean, West Asia and western Europe. The main focus is on the the period of the Late Bronze Age until the end of the Roman empire in the West, c. 1600 BC – AD 500 . The programme is a rich blend of disciplinary and interdisciplinary approaches: it contains courses spanning all three fields of research, field-specific seminars, a component consisting of electives and tutorials, and a thesis. Within the programme there is ample room for your own interests and the specialization(s) you wish to pursue. You'll be involved in the activities of the researchers from the very beginning. Since all MA-programmes concerning the ancient world are now jointly provided by both Amsterdam Universities (VU University and University of Amsterdam), these rich programmes offer many opportunities for the students.

[Programme overview](#)

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## Research Master Classics and Ancient Civilizations

The subjects Interdisciplinary Theme-Ethnicity (6 ec) and one Specialization module or tutorial (6 ec) in 2015-16 yearly alternate, for both 1st and 2nd year students with Text and Matter (12 ec) in 2016-17).

In 2015-16, only Classicists choose Editing and Commenting Technique (12 ec) in period 2 and 3, in stead of one Specialization module or tutorial (6 ec) and a Tutorial (6 ec).

All students have to follow courses for at least 10 ec at one of the Research Schools.

Opleidingsdelen:

- [Research master Oudheidstudies, specialisatiemodules](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Core Course Editing and Commenting Technique</a>	Ac. Jaar (september)	12.0	L_XAMPOHS001
<a href="#">Core Course Editing and Commenting Technique 1</a>		6.0	L_XAMPOHS002
<a href="#">Core Course Editing and Commenting Technique 2</a>		6.0	L_XAMPOHS003
<a href="#">Core Course Interdisciplinary Theme-Ethnicity</a>		6.0	L_AAMPOHS010
<a href="#">Core Course Text and Matter</a>	Periode 1+2+3	12.0	L_AAMPOHS009
<a href="#">Research Master Thesis Classics &amp; Ancient Civilizations</a>	Ac. Jaar (september)	30.0	L_OAMPOHSSCR
<a href="#">Seminar Research Design 1</a>	Periode 4	6.0	L_AAMPALG001
<a href="#">Seminar Research Design 2</a>	Periode 2+3	6.0	L_AAMPALG002
<a href="#">Tutorial Classics and Ancient Civilizations 1 (RM)</a>	Ac. Jaar (september)	6.0	L_AAMPOHS004
<a href="#">Tutorial Classics and Ancient Civilizations 2 (RM)</a>	Ac. Jaar (september)	9.0	L_AAMPOHS005

## Research master Oudheidstudies, specialisatiemodules

Voor de specialisatievakken kan een keuze gemaakt worden uit de vakken die worden aangeboden in de eenjarige masters van de afdeling Oudheid van de VU en andere randstedelijke universiteiten (UL, UvA). Daarnaast kunnen studenten onderdelen volgen bij andere afdelingen en/of faculteiten, onder voorbehoud van goedkeuring door de examencommissie.

Opleidingsdelen:

- [Research Master Oudheidstudies, specialisatie modules programma Ancient Studies](#)

- Research Master Oudheidstudies, specialisatie modules programma Classics
- Research Master Oudheidstudies, specialisatie modules programma Landscape and Heritage
- Research Master Oudheidstudies, specialisatie modules programma Mediterranean Archaeology
- Research Master Oudheidstudies, specialisatie modules programma Archaeology of Northwestern Europe
- Research Master Oudheidstudies, specialisatie modules programma Ancient History

## Research Master Oudheidstudies, specialisatie modules programma Ancient Studies

Vakken:

Naam	Periode	Credits	Code
City Life in the Roman Empire	Periode 4	6.0	L_AAMAOHS001
Confrontation between Greek and Near Eastern Civilizations	Periode 4	6.0	L_GOMAALG003
From Christ to Constantine: Judaism and Christianity in their Graeco- Roman Contexts	Periode 1	6.0	G_AAMAOHS001
From Constantine to Muhammad: Religion and Society in Late Antiquity	Periode 2	6.0	L_GOMAALG004
Great Debates	Periode 2	6.0	L_AAMAOHS038
Greek Elite Culture in the Roman Empire	Periode 5	6.0	L_GOMAALG002
Interdisciplinary Seminar: Rulers Ideology and Representation	Periode 1	6.0	L_OAMAOHS008
MA Course History of Philosophy: Beauty and Truth (and the Good). The aesthetics of rational being.	Periode 1	6.0	WM_ACASA01
Master Seminar Akkadian 1B	Periode 1	6.0	L_SAMAOHS002
Master Seminar Akkadian 2A	Periode 2	6.0	L_OAMAOHS002
Term Paper Ancient History and Ancient Studies	Periode 3	6.0	L_OAMAOHS003

## Research Master Oudheidstudies, specialisatie modules programma Classics

Vakken:

Naam	Periode	Credits	Code
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Greek and Latin Linguistics: Syntactic, Rhetorical and Discourse Pragmatic Units	Periode 2	6.0	L_AAMAOHS040
Greek Literature: Plato and Myth	Periode 2	6.0	L_XGMAOHS003
Interdisciplinary Seminar: Rulers Ideology and Representation	Periode 1	6.0	L_OAMAOHS008
Latin Literature: The Poetics of Civil War: Lucan's Bellum Civile	Periode 4	6.0	L_AAMAOHS039
Methodology: Intertextuality and Classical Storytelling	Periode 1	6.0	L_XLMAOHS005
Reception of Classical Literature	Periode 5	6.0	L_XLMAOHS007

## Research Master Oudheidstudies, specialisatie modules programma Landscape and Heritage

Vakken:

Naam	Periode	Credits	Code
Archaeology, Museums and the Public	Periode 1	6.0	L_AAMAARC011
Biography of Landscape	Periode 2	6.0	L_BAMAARC010
Historical Landscape and Archaeological Heritage	Ac. Jaar (september), Periode 1	6.0	L_AAMAERF001
Research Seminar: Current Issues in Archaeology	Ac. Jaar (september)	6.0	L_BAMAARC007

## Research Master Oudheidstudies, specialisatie modules programma Mediterranean Archaeology

Vakken:

Naam	Periode	Credits	Code
Ceramics in Archaeology	Periode 2	6.0	L_AAMAARC006
Homeric Greece: Epics, Archaeology and the Wider Mediterranean World	Periode 2	6.0	L_BMMAARC010
Research Seminar: Current Issues in Archaeology	Ac. Jaar (september)	6.0	L_BAMAARC007
The Objects of Religion: Material Culture at Sanctuaries	Periode 1	6.0	L_AAMAARC016

## Research Master Oudheidstudies, specialisatie modules programma Archaeology of Northwestern Europe

Vakken:

Naam	Periode	Credits	Code
<a href="#">Archaeology and Heritage of Global Amsterdam</a>	Periode 2	6.0	L_AAMAARC009
<a href="#">Money in Ancient and Medieval Society. An archaeological view</a>	Periode 5	6.0	L_BAMAARC014
<a href="#">Research Seminar: Current Issues in Archaeology</a>	Ac. Jaar (september)	6.0	L_BAMAARC007
<a href="#">The Archaeology of Conflict</a>	Periode 4	6.0	L_BEMAARC020
<a href="#">Trade and Exchange in the Medieval and Early Modern Period</a>	Periode 2	6.0	L_AAMAARC010

## Research Master Oudheidstudies, specialisatie modules programma Ancient History

Vakken:

Naam	Periode	Credits	Code
<a href="#">City Life in the Roman Empire</a>	Periode 4	6.0	L_AAMAOHS001
<a href="#">Confrontation between Greek and Near Eastern Civilizations</a>	Periode 4	6.0	L_GOMAALG003
<a href="#">From Constantine to Muhammad: Religion and Society in Late Antiquity</a>	Periode 2	6.0	L_GOMAALG004
<a href="#">Great Debates</a>	Periode 2	6.0	L_AAMAOHS038
<a href="#">Greek Elite Culture in the Roman Empire</a>	Periode 5	6.0	L_GOMAALG002
<a href="#">Interdisciplinary Seminar: Rulers Ideology and Representation</a>	Periode 1	6.0	L_OAMAOHS008
<a href="#">Term Paper Ancient History and Ancient Studies</a>	Periode 3	6.0	L_OAMAOHS003

### Archaeology and Heritage of Global Amsterdam

<b>Vakcode</b>	L_AAMAARC009 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.P. Crielaard
<b>Lesmethode(n)</b>	Werkcollege, Hoorcollege
<b>Niveau</b>	400

### **Doel vak**

To acquire knowledge on the urban development process in nine successive periods from 1175 to 2000 in relation to political, religious, social and cultural factors of interest. To gain basic insight on material culture as an archaeological dataset of relevance in reconstructing urban life. To get an introduction on the interaction on urban development of Amsterdam and Dutch maritime expansion activities. To gain experience with the multidisciplinary method of Early Modern urban archaeology, using and combining different datasets of both material and historical nature.

### **Inhoud vak**

The course starts with lectures on the urban characteristics and the 1175-2000 development process of Amsterdam. Emphasis will be on the interactive and multidisciplinary approach of urban archaeology using material culture and topographical data. The chronological ceramic spectrum based on the finds of over 200 sites will fulfill a central role in illustrating the significance of ceramics in society in relation to the meaning of ceramic data as material source. Historical maps will be discussed as primary spatial source, also including digital GIS applications. Regarding archaeological thematic topics in Amsterdam urban development focus will be on landfill. The role of landfill in the process of urban extensions of Amsterdam is discussed as well as the meaning of refuse from these archaeological features for our material culture knowledge. The archaeology of Amsterdam, being the core of the 16-18th-century global shipping network, is interrelated with maritime expansion. Some maritime archaeological finds are presented to discuss VOC-ships as material data sources on the trade and production of Amsterdam in the 17th and 18th century.

### **Onderwijsvorm**

Friday morning 9AM-1PM: 1 x 2 hours lecture a week, 1 x 2 hour a week lecture, seminar or workshop, for example workshop in the City Archive and in the office of Monuments and Archaeology, City of Amsterdam

### **Toetsvorm**

Halfway an assignment (2 parts) consisting of an illustrated reports (ca 1500 words) combined with an oral presentation. A separate concluding essay (1.500 words) based on a topic of the course. Papers will be assessed on content, structure and language. Active participation of seminars.

### **Literatuur**

As handbook the publication will be used Gawronski, J. (ed.), 2012, Amsterdam Ceramics. A city's history and an archaeological ceramics catalogue 1175-2011. Amsterdam. Literature will be announced and made available on Blackboard .

### **Doelgroep**

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

History, Heritage Studies, Art history.

### Intekenprocedure

This module is taught at the UvA by prof. dr. J. Gawronski (UvA subject code 140412186Y). Module registration at the UvA is required, a UvANetID is required for registration.

Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

This module is taught at the UvA by prof.dr. J.H.G. Gawronski (UvA subject code 140412186Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Archaeology, Museums and the Public

<b>Vakcode</b>	L_AAMAARC011 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.P. Crielaard
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Students who will have successfully completed this course will:

1. Have acquired an in-depth understanding of the various roles of material remains with regards to the perceptions about the past by wider audiences.
2. Have developed a clear insight in the past practices and future challenges of museum collecting.
3. Have a clear view on the roles of institutions and stakeholders in the ways the material past is presented.
4. Have acquired expert knowledge about the challenges of modern theories, trends and (digital) methodologies for archaeological collections.
5. Have developed skills to make, assess and evaluate material and/or digital presentations about the past.

### Inhoud vak

For centuries, archaeological collections have served to present the past. Archaeological museums reconstruct and visualize national, local and regional histories, or, alternatively, display material heritage from different parts of the world. Archaeological collecting is increasingly subject to changing regulations and (legal) restrictions.

Moreover, there are new ideas about the ways in which people perceive and identify with the past. Also, we see an enormous influence of ICT on museum collecting, registration and presentation. As a result, the role of archaeological museums in collecting and presenting the material past is increasingly problematic and currently a hot issue in academic and professional debates.

This course will be about the relations between changing practices of archaeological collecting and the ways in which the past is presented to wider audiences. We will address the challenges posed to archaeological museums in the modern world by looking at the intricate interplay between material remains (archaeological artefacts, collections), people (collectors, curators and a differentiated public), techniques (ICT) and institutions (museums, universities). The collections and presentations of the Allard Pierson Museum will be used actively during the course.

### **Onderwijsvorm**

The course will have two sessions a week over a period of six weeks: a lecture session at the beginning of the week and a seminar.

The lecture classes will have a theoretical and reflective character.

After an introductory class, the lectures will cover the history and changing practice of collecting, the role of material remains in the perceptions of the past and the challenges for archaeological museums.

The seminar sessions will have a practical character and will take place in the Allard Pierson Museum. Students will actively interact with museum's collections and exhibitions. The exhibition Keys to Rome will be used as a case study. Students will explore the various ways in which archaeological collections are constituted and will be supervised in creating archaeological exhibitions and visualizations. Presence to all seminars is compulsory.

Contact hours: Total 4 hours: 2 hours lecture class; 2 hours seminar

### **Toetsvorm**

The course will be assessed by a written exam on the lecture classes and the associated literature from the electronic reader. The exam will constitute 40% of the final grade. In case the exam is not passed, a re-sit for the exam will be possible at the end of the semester

The seminar part of the course will be assessed by a practical assignment in small groups (2-3 people). The grade for the assignment is 60% of the final grade. Individual grades will be given for the group assignment, based on the final output, a short overview of each participant's contribution and the participation in the seminars. In case the assignment is not graded as sufficient, an (individual) new assignment must be chosen and re-submitted before the end of the semester.

Both the exam and the practical assignment must be graded as sufficient in order to pass the course successfully.

### **Literatuur**

Compulsory literature will be made available through an electronic reader on the Blackboard.

### **Doelgroep**

Accessible for MA students in all Archaeology programs, Classics and Ancient Civilizations, Museum Studies, Heritage Studies and Art History

### **Overige informatie**

This module is taught at the UvA by dr. G.J.M. van Wijngaarden (coordinator) and mw. dr. P.S. Lulof (UvA subject code 140412206Y). Module registration at the UvA is required.

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Biography of Landscape

<b>Vakcode</b>	L_BAMAARC010 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J. Renes
<b>Examinator</b>	prof. dr. J. Renes
<b>Docent(en)</b>	prof. dr. N.G.A.M. Roymans, prof. dr. J. Renes, M. van der Schriek MA, prof. dr. R. van der Laarse
<b>Lesmethode(n)</b>	Excursie, Werkcollege
<b>Niveau</b>	400

### Doel vak

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

### Inhoud vak

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 inte interpretations of the term and they learn to practice it in a topic that is chosen from their own discipline.

### Onderwijsvorm

Seminar and discussions; 2 hours a week

### Toetsvorm

Assignments, discussions, obliged attendance

## Literatuur

Will be communicated later

## Vereiste voorkennis

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

## Doelgroep

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

## Overige informatie

Attending lectures mandatory.

Costs: literature and excursions ca. € 50,=.

## Ceramics in Archaeology

<b>Vakcode</b>	L_AAMAARC006 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. V.V. Stissi
<b>Docent(en)</b>	prof. dr. V.V. Stissi
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

## Doel vak

Familiarizing students with various methods and techniques of ceramics research, in relation to theory and practice of the study of production, distribution and use of pottery in various societies of the Mediterranean area, from the Neolithic till recent times (but with the focus from the Bronze Age to the Roman period). On completion of the module students will have acquired a series of analytical tools which enables them to reflect critically on existing work, but also to use ceramic research as part of their own archaeological work, in academia or in field archaeology.

## Inhoud vak

Pottery is the material most frequently encountered in archaeology research project. It helps dating, inspires thoughts about contacts between areas, and is a starting point for reconstructing social structures and/or their ideological frameworks. By looking at various methods of pottery research (in some specific cases) and their theoretical background, the ways pottery can be used in thinking about aspects of production, distribution and use and meaning will be explored, while at the same time insights and practical tools for hands on study of the material will be taken into account. More specific themes and methods to be treated include: typology, chronology and their problems; techniques and social organization of pottery production and their interconnection; the interaction between producers and consumers of pottery; scientific and anthropological approaches to pottery. All this will be placed in a more general background regarding social and cultural theory on daily material culture and the interaction between

materials, objects and people, and the ways these can and cannot be used in archaeology.

### Onderwijsvorm

Seminar.

### Toetsvorm

Performance in class discussions, also based on reading and reports; presentations; final essay

### Literatuur

Will be made available during the course.

### Doelgroep

Students admitted to one of the following Masters programmes can take this course : Archaeology (all three programmes) or Ancient Studies, Ancient History

### Intekenprocedure

This module is taught at the UvA by prof.dr. V.V. Stissi (UvA subject code 140412156Y). Module registration at the UvA is required. To register, a UvANetID is required. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

This module is taught at the UvA by prof.dr. V.V. Stissi (UvA subject code 140412156Y).

Module registration at the UvA is required.

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## City Life in the Roman Empire

<b>Vakcode</b>	L_AAMAOHS001 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. E.A. Hemelrijk
<b>Examinator</b>	prof. dr. E.A. Hemelrijk
<b>Docent(en)</b>	prof. dr. E.A. Hemelrijk
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Inhoud vak

Roman culture was pre-eminently an urban culture. Cities formed the backbone of the Roman Empire; they were the centre of government and the heart of economics, religion and culture. In this course, attention will

be paid to theories concerning the Roman city, the process of Romanisation, the discussion of the economic function of cities and, last but certainly not least, to social-cultural aspects of urban life during the Empire. We shall discuss the structure of Roman cities, their architectural organization, public buildings, funerary plots and cemeteries (including rites and usages of sanitary and hygienic kind), the administration of towns, their priesthoods, religious and professional clubs, the role of benefactors (and benefactresses) and the relation between the various sections of the population (the elite, the middle classes and the lower ranks, citizens and foreigners, the free-born and the freedmen and finally, the slaves). We shall mainly deal with the towns of Italy and the western provinces, esp. Spain, Gallia and Northern Africa.

### Onderwijsvorm

Seminar

### Toetsvorm

Written examination 30%, presentations 20%, paper 50% of the final mark.

### Literatuur

Articles and parts of books, to be announced in class.

### Vereiste voorkennis

BA History, Classics, Mediterranean Archaeology

### Doelgroep

(R)MA studenten Ancient History, Ancient Studies and Mediterranean Archaeology

### Overige informatie

This module is taught at the UvA by mw. prof.dr. E. Hemelrijk (UvA subject code 143410116Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Confrontation between Greek and Near Eastern Civilizations

<b>Vakcode</b>	L_GOMAALG003 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. N.F.F. Karrouche
<b>Examinator</b>	dr. N.F.F. Karrouche
<b>Docent(en)</b>	dr. N.F.F. Karrouche
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

Training in research skills (phrasing of a research topic, heuristics, reporting) and developing the capability to use literary and documentary sources.

Knowledge of social scientific theory regarding cultural interaction, adaptation, and integration, as well as its application to Antiquity.

**Inhoud vak**

Since the establishment of the great Near Eastern empires of the first millennium BC, gradually a multiform society emerged due to military operations, deportations, trade, and the foundation of cities. In the empires of Alexander the Great and the Seleucids a great effort was made to spread Greek culture by the foundation of new cities with a core of Greek or Hellenized citizens or by the settlement of Greeks, Macedonians and Hellenized people in ancient oriental cities, like Babylon, Uruk and Susa. In two areas this process can be studied fruitfully thanks to the availability of Greek as well as of indigenous sources: Babylonia and Judea. This allows us to look at the interaction of cultures from both sides. For Syria the situation of the sources is more troublesome, but we have evidence especially for the Roman period.

**Onderwijsvorm**

This research seminar combines lectures and independent research by the students. In two introductory classes theories on cultural interaction will be presented. The instructor and students will subsequently take turns in presenting and discussing relevant sources in Greek, Aramaic, and Akkadian as well as secondary literature regarding a number of well-defined topics and questions. All primary sources will be made available in English, but research master students in particular are stimulated to read them in their original languages as well. Finally, in consultation with the students research topics will be formulated about which the students will write an individual paper.

**Toetsvorm**

A presentation (and one's contribution to the discussion of the other presentations) forms 50% of one's mark for this course. The other 50% is determined by a short paper (5000-7000 words), for which one has to gather one's own primary sources and secondary literature. The subject should be related to the theme of the cultural contact between East and West in the ancient Middle East.

**Literatuur**

Literature will be made available through Blackboard.

**Doelgroep**

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

(Research) Master's programmes in Classics and Ancient Civilizations, History, or Theology & Religious Studies.

Students with knowledge of the relevant languages can follow additional classes to read texts in the original languages.

**Core Course Editing and Commenting Technique**

<b>Vakcode</b>	L_XAMPOHS001 ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	12.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	prof. dr. G.J. Boter
<b>Docent(en)</b>	prof. dr. G.J. Boter
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Getting acquainted with the transmission of classical texts; insight in the technique of editing classical texts; ability to use critical editions. Acquiring an understanding of the structure and characteristics of different types of commentary; writing of a piece of commentary by student himself.

### Inhoud vak

In the first part of this course, editorial technique, the student gets acquainted with the history of the transmission of classical texts. He practices reading Greek manuscripts from different periods and acquires elementary knowledge of palaeography. The theory of stemmatology and editorial technique is discussed on the basis of seminal publications on the subject. The practice of editing texts is demonstrated by means of a number of case studies: Aeschylus, Epictetus and Philostratus. In the second part of this course, commentaries, the student reads samples of different types of commentary (the classical 'overall' c., narratological c., linguistic c., c. for general public historical c., c. for general public, c. on speeches) and analyses, on the basis of secondary literature on the format and pros and cons of (Greek and Latin) commentaries, their strong and weak points. The samples are taken from commentaries on Homer, Euripides Bacchae, Sophocles Oedipus tyrannus, and Herodotus. The student will put his acquired knowledge into practice by writing a piece of commentary himself, choosing one of the discussed types.

### Onderwijsvorm

Seminar.

### Toetsvorm

Oral and written presentation; oral exam.

### Literatuur

To be announced.

### Vereiste voorkennis

Bachelor of Classics.

### Doelgroep

Research master students of Classics.

## Core Course Editing and Commenting Technique 1

<b>Vakcode</b>	L_XAMPOHS002 ()
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen

<b>Coördinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	prof. dr. G.J. Boter
<b>Docent(en)</b>	prof. dr. G.J. Boter
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

## Core Course Editing and Commenting Technique 2

<b>Vakcode</b>	L_XAMPOHS003 ()
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	prof. dr. G.J. Boter
<b>Docent(en)</b>	prof. dr. G.J. Boter
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

## Core Course Interdisciplinary Theme-Ethnicity

<b>Vakcode</b>	L_AAMPOHS010 ()
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Docent(en)</b>	dr. A.M.J. Derks, dr. mr. R.J. Allan, prof. dr. R.B. ter Haar Romeny
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	500

### Doel vak

This course explores theoretical approaches and key concepts used in recent interdisciplinary research of ethnic identities in Antiquity.

### Inhoud vak

Key topics include ethnicity and power, ethnicity and language, ethnicity and religion, multi-ethnicity, as well as material culture and texts as sources for our knowledge of ethnic identifications and relations. Topics are taken from the entire ancient Mediterranean and adjacent regions. After an introduction into social scientific theories concerning ethnic identity and nationalism, we will discuss the 'barbarian' discourse in Greek literature; the ethnogenesis of the Batavians; ethnic, linguistic, and regional identities in the Hellenistic and Roman Near East; as well as religion and ethnicity in late antique Syria.

### Onderwijsvorm

Seminar

### Toetsvorm

Weekly assignments and participation in discussions (20%). A paper of no more than 7000 words on an aspect of ethnicity in Antiquity, to be submitted before 24 October 2015 (80%).

### Literatuur

Articles will be made available through Blackboard.

### Vereiste voorkennis

Bachelor degree in Archaeology, Classics, Ancient Studies, Ancient History, or similar.

### Doelgroep

Research Master students Classics & Ancient Civilizations.

### Overige informatie

This course (6 ec) alternates (in combination with a specialization module or tutorial (6 ec)) on a yearly basis with the other core course 'Text and Matter' (12 ec). The course will not be taught in 2016-17.

## Core Course Text and Matter

<b>Vakcode</b>	L_AAMPOHS009 ()
<b>Periode</b>	Periode 1+2+3
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. L.W. van Gils
<b>Examinator</b>	dr. L.W. van Gils
<b>Docent(en)</b>	prof. dr. N.G.A.M. Roymans, dr. L.W. van Gils
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	500

### Doel vak

Familiarizing students with one of the main theoretical and methodological issues that brings together various approaches to the ancient and medieval world: the integrated use of various sources, and the implications this has both on general theory and on specific cases. As a result, students should a) gain a better understanding of the interdependencies among material, historical and literary sources, b) acquire insights into the specific qualities and different potentials and limitations of various sources about the past and c) acquire insights into the main theoretical strands addressing interdisciplinary discourse in historical studies. Moreover, students will encounter various specific cases and will acquire skills useful in handling such cases. The course is taught bi-annually and every time a specific set of case studies and themes is adopted as a perspective on the general theme.

### Inhoud vak

Traditionally, the occurrence and representation of warfare and collective violence is studied for different reasons, by different means and using different sources in a variety of disciplines: literary

studies, history and archaeology. However, increasingly all sources are used by scholars of different backgrounds in order to acquire a better insight into specific situations or subtopics. In this course, the range of interdependencies among material, historical and literary sources are actively explored, and specific possibilities and limitations of combinations of various kinds of sources are considered, in combination with more general reflection on the interdisciplinary use of textual and material sources.

In this specific research domain, subtopics concern warfare and migration, value systems, ideologies and rules of warfare, the topic of genocide, commemoration of battles and heritage, representations of war (iconography, emotions, protagonists, etc), warfare and the individual, economy and warfare, identity and nationalism, strategic and social skills as part of warfare.

### **Onderwijsvorm**

The module is planned as a seminar, starting by building up a general background (with reading assignments and group discussion) in which important methodical and theoretical approaches and practices are introduced and evaluated. This is followed by a series of case studies taken from expertise or current research projects of the teachers and guest speakers (lectures, literature study and group discussion). During the last 7 weeks students will have to present cases of their own, either taken from literature or (occasionally) based on primary material. A list of possible subjects will be provided, but students are free to come up with subjects as well. Supervision of the (preparation of) the presentation and the final essay which is based on it will be assigned to various teachers according to their expertise. Presentations will also be scheduled thematically.

In the written final assignment, each student will have to present his or her own case, also taking into account the more general issues and approaches presented by the teachers in the first half of the course, and the group discussions in the second part.

### **Toetsvorm**

Take-home exam, in which the students use lectures and literature to write a theoretical essay on text and matter, with a special focus on an individual research question (20% block 1)  
Presentation at colloquium (20% block 2)  
Paper (60% block 3)

### **Literatuur**

Various articles and chapters from text books. To be specified.

### **Vereiste voorkennis**

The course is open exclusively to students of the research master Archaeology and the Research Master Classics and Ancient Civilizations.

### **Doelgroep**

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

### **Overige informatie**

This course (12 ec) alternates on a yearly basis with the other core course 'Ethnicity' (6 ec; in combination with a specialization module or tutorial (6 ec)). The course will not be taught in 2017-18.

## **From Christ to Constantine: Judaism and Christianity in their Graeco- Roman**

## Contexts

<b>Vakcode</b>	G_AAMAOHS001 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	prof. dr. L.J. Lietaert Peerbolte
<b>Examinator</b>	prof. dr. H. Amirav
<b>Docent(en)</b>	dr. N.M. Vos, prof. dr. H. Amirav, prof. dr. L.J. Lietaert Peerbolte, J.W. van Henten
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Insight into and knowledge of the development of ancient religions, with an emphasis on Judaism and Christianity, in their socio-historical context in the first three centuries CE; familiarity with various sources, such as texts and archaeological remains, as well as sociological and anthropological theories, and the ability to independently discuss various developments within the changing religious landscape of early Judaism, early Christianity, and their pagan surroundings.

### Inhoud vak

During the three centuries following the death of Jesus of Nazareth, the movements of his followers developed from obscure oriental sects into a major religion of the Roman empire, threatening the positions of Judaism and paganism. The goal of this course is to study and to understand this spectacular development.

In order to do so, we will study the development of the early Christian movements in their context: Graeco-Roman society and its religious and cultural life, which includes Judaism and pagan religions, such as the so-called mystery cults. In addition, attention will be paid to the social composition of the Christian communities, the role of Christian martyrs in the growth and dissemination of the new faith, and the confrontation between Christianity and contemporary philosophy and world views. Last but not least, the role of Constantine at the beginning of 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.

### Onderwijsvorm

A number of instructors will guide the participants of this course through the selected themes. Each individual week will entail a lecture by the instructor, the reading and discussion of primary sources, and a presentation by one of the participating students. All in all, the classes will take the shape of a seminar, in which the coordinator will be continually present to

### Toetsvorm

Students will give a presentation during one of the classes, which will be graded on the criteria of content and presentation skills (30%) and

they will write a final exam (70%).

All sources are presented in translation, but students who master one of the classical languages may write a research paper of 4000 words (excluding bibliography) instead of the exam.

Students in one of the Research Master programmes should write both the exam and a paper (presentation: 20%; exam 40%; paper 40%).

## From Constantine to Muhammad: Religion and Society in Late Antiquity

<b>Vakcode</b>	L_GOMAALG004 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Docent(en)</b>	dr. N.M. Vos, prof. dr. H. Amirav, prof. dr. R.B. ter Haar Romeny
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

(1) Insight into the development of ancient religions, with an emphasis on Judaism, Christianity, and Islam, in their socio-historical context in the period from 300 to 650 CE.

(2) Familiarity with various sources, such as texts and archaeological remains, as well as sociological and anthropological theories.

### Inhoud vak

After the Emperor Constantine ended the last persecution of Christians in the Roman Empire, the number of conversions started rising. But the fourth and fifth centuries saw more major changes: Christianity became a state religion and it started institutionalizing. New phenomena came up, such as pilgrimage and monasticism. Christianity got its own literary culture, adapting existing genres to its own needs. At the same time, other religions reacted and developed in their own way. Religions and society became different.

This course tries to understand what happened by going into questions such as: What was the relation between Christianity and the Roman state and why did emperors—with the notable exception of Julian ‘the Apostate’—support Christianity in this way? How did people react? Many converted, but what did this mean? Many others chose to remain pagan or Jewish: what was their point of view? Is the institutionalization of Rabbinic Judaism in any way related to this, and what about the ‘Last Pagans of Rome’(the title of a recent book)? What societal changes did monasticism and pilgrimage bring about? How did the literary cultures and art of pagans, Jews, and Christians relate to each other? Was this the end of the classical tradition and free thought, or simply the beginning of new developments on old foundations? We will see that it makes sense to speak of ‘Late Antiquity’.

Next we will discuss the growing apart of the western and eastern parts of the Roman Empire, and developments in the Middle East. In the sixth century, it also appeared that the state-sponsored movement towards

unity in Christianity was unsuccessful. Among Christians in the Middle East there was strong opposition against decisions taken in the centre of the Empire. These developments in Late Antique society and culture form the backdrop to a new movement: that of the prophet Muhammed in the early seventh century.

### Onderwijsvorm

Seminar. Students will present during one of the sessions and are required to take part in discussions.

### Toetsvorm

Students will give a presentation during one of the classes, which will be graded on the criteria of content and presentation skills (30%) and they will write a final exam (70%).

All sources are presented in translation, but students who master one of the classical languages may write a research paper of 4000 words (excluding bibliography) instead of the exam.

Students in one of the Research Master programmes do both the exam and the paper (presentation: 20%; exam 40%; paper 40%).

### Literatuur

- Stephen Mitchell, *A History of the Later Roman Empire AD 284–641* (2nd ed.; Chichester: Wiley Blackwell, 2015)
- Various articles to be found on Blackboard.

### Doelgroep

MA students and Research Master students in History, Classics & Ancient Civilizations, Theology & Religious Studies, Archaeology.

## Great Debates

<b>Vakcode</b>	L_AAMAOHS038 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.P. Crielaard
<b>Docent(en)</b>	dr. A. Prent
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Inhoud vak

What do Christianity and ancient mystery cults have in common? Is gender a useful category of historical analysis for the ancient world? Herod the Great, friendly king, genius or evil tyrant?

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?

### Onderwijsvorm

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 or from broadly related themes.

### **Toetsvorm**

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 a 6.

### **Literatuur**

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

### **Doelgroep**

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

### **Intekenprocedure**

This module is taught at the UvA by prof. dr. E. Hemelrijk, dr. M. Prent, dr. M. Whiting (UvA subject code 172414006Y). Module registration with a UvaNetID at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### **Overige informatie**

This module is taught at the UvA by mw.prof.dr. E. Hemelrijk (UvA) and dr. M. Prent (VU) (UvA subject code 172414006Y).

Module registration at the UvA is required.

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## **Greek and Latin Linguistics: Syntactic, Rhetorical and Discourse Pragmatic Units**

<b>Vakcode</b>	L_AAMAOHS040 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.P. Crielaard

<b>Docent(en)</b>	dr. M. Buijs
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Students will be introduced to current views on meaningful units of syntactic, rhetorical, narratological and discourse-pragmatic analysis, and, especially, on the relationship between these different types of units. They will be trained to analyze larger stretches of Greek and Latin texts along these different lines and to recognize the markers that signals the boundaries involved. In addition, they will be trained in corpus research, advanced academic presentation and critical debate.

### **Inhoud vak**

Units of linguistic analysis vary according to the goals of analysis. Thus, e.g. syntactic analysis is usually based on constituents, clauses and sentences, while pragmatic analysis proceeds along the lines of discourse acts and moves, and cognitive approaches have paid much attention to so-called 'idea units', which are not unlike rhetorical cola. Narratological analysis, finally, is usually based on even larger units, such as paragraphs and episodes. Starting from these various types of units, students will gain more insight in the ways in which syntax, rhetoric, and narratology interact in shaping our understanding of how classical texts and discourse are shaped and structured. We will read and discuss in class recent literature on different types of analyses and the corresponding units, as well as literature on text types and the differences between oral versus written discourse and on the various markers that are used by speakers and writers to demarcate units. Besides, the students are invited, right from the start, to apply the insights gained by analyzing stretches of texts, esp. passages taken from Greek and/or Latin narrative, speeches and dialogue. The responsibility for the discussions in the classroom of literature and analyses is given to the students themselves, who are requested to hand in questions and observations before each session, and are taking turns in presiding over the discussions. The seminar is concluded by individual research assignments; the results are shared in oral presentations; besides students write an conference abstract, describing the research they conduct in agreement with the conventions of linguistic conferences.

### **Onderwijsvorm**

Seminar, 2x2 hours per week.

### **Toetsvorm**

Weekly assignments during the course weeks; a written research abstract, oral presentation and extended hand out, in the last week of the course.

### **Literatuur**

Syllabus (on blackboard).

### **Aanbevolen voorkennis**

Students should be acquainted with basis insights into Greek / Latin syntax, Pragmatics, Rhetoric and narratology, and have some experience in (close) reading of Classical Greek and/or Latin prose.

### **Doelgroep**

MA students Classics and Ancient Civilizations.

### Overige informatie

This module is taught at the UvA by dr. R.Risselada (UvA) and dr. M.Buijs (VU) (UvA subject code 172411466Y).

Module registration at the UvA is required.

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

Students that have been trained in only one of the two languages involved will be offered sufficient material to focus their attention on that language only (usually Latin, but Greek is also possible), and devote their assignments, research and presentation to texts written in that language. Core texts in the other language will be offered in translation and/or alternative texts and assignments will be available.

## Greek Elite Culture in the Roman Empire

<b>Vakcode</b>	L_GOMAALG002 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.J. Flinterman
<b>Examinator</b>	dr. J.J. Flinterman
<b>Docent(en)</b>	dr. J.J. Flinterman
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

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.

### Inhoud vak

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.

**Onderwijsvorm**

Seminar, 4 hours a week

**Toetsvorm**

Weekly assignments, viva voce. Students in the Research Master Classics and Ancient Civilizations will be asked to shoulder more demanding assignments.

**Literatuur**

To be announced

**Vereiste voorkennis**

Greek texts will be read in translation, so to take this course you don't need to know ancient Greek.

**Doelgroep**

Students MA and RMA Classics and Ancient Civilizations and MA History

## Greek Literature: Plato and Myth

<b>Vakcode</b>	L_XGMAOHS003 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	prof. dr. G.J. Boter
<b>Docent(en)</b>	prof. dr. G.J. Boter
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

Getting acquainted with a number of myths in Plato's works. Acquiring insight into the role of myth in Plato's dialogues and the literary function and composition of these myths.

After having followed this course successfully, the student will be able to interpret myths in Plato, to formulate an opinion on the subject and to communicate his opinion to others, and to reflect on what this course has contributed to his intellectual development in the field of Greek literature and philosophy.

**Inhoud vak**

In Plato's dialogues we often find myths. In some cases Plato refers to myths which we already know from other sources and he uses these myths for his own purposes; an instance of such a myth is the myth of Prometheus and Epimetheus in the Protagoras. In many other cases, however, Plato makes his interlocutors tell myths which we do not know from other sources; it is probable that Plato invented such myths himself. A relevant instance is the myth of the chariot with the two horses which we read in the Phaedrus.

Plato is both philosopher and author. Therefore the role of myth in Plato should be approached from a philosophical and a literary point of view. As to the first issue the question is raised in how far reason is autonomous and what is the philosophical meaning of myth. With regard to

the second issue attention will be paid to style, composition and narrative technique.

### Onderwijsvorm

Seminar.

### Toetsvorm

Oral presentation (20%); written exam (80%)

### Literatuur

Syllabus of primary texts (available on Blackboard). Further literature to be announced on Blackboard

### Vereiste voorkennis

All courses of Greek in the bachelor programme Classics (GLTC) or Ancient Studies (Oudheidkunde)

### Aanbevolen voorkennis

Elementary knowledge of ancient Greek philosophy, especially Plato, and Greek myth

### Doelgroep

(Research) Master students Classics; (Research) Master students Ancient Civilizations with Greek

### Overige informatie

Students in the researchmaster programme are expected to read extra primary and secondary literature on a special subject to be established by student and teacher. These extra materials will be tested in the written exam, in addition to the standard exam.

Attending the classes is obligatory. If a student is absent from 20% or more of the classes he will be excluded from the exam.

## Historical Landscape and Archaeological Heritage

<b>Vakcode</b>	L_AAMAERF001 ()
<b>Periode</b>	Ac. Jaar (september), Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J. Renes
<b>Examinator</b>	prof. dr. J. Renes
<b>Docent(en)</b>	prof. dr. G.L.M. Burgers, prof. dr. J. Renes
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

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.

### Inhoud vak

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 landscapes 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.

### Onderwijsvorm

lectures

### Toetsvorm

Take-home exam.

### Literatuur

will be communicated later

### Vereiste voorkennis

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.

### Doelgroep

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

### Overige informatie

Attending the lectures mandatory

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

<b>Vakcode</b>	L_BMMAARC010 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.P. Crielaard
<b>Examinator</b>	prof. dr. J.P. Crielaard
<b>Docent(en)</b>	prof. dr. J.P. Crielaard
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

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.

### **Inhoud vak**

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. During the remainder of the course we will explore 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 by looking 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, the composition of oral poetry, tribal 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).

### **Onderwijsvorm**

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.

### **Toetsvorm**

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

### **Literatuur**

Will be made available during the course.

### **Vereiste voorkennis**

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

### **Doelgroep**

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

### **Overige informatie**

Attendance is obligatory.

## **Interdisciplinary Seminar: Rulers Ideology and Representation**

<b>Vakcode</b>	L_OAMAOHS008 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Docent(en)</b>	prof. dr. R.B. ter Haar Romeny, dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Students should be able to recognize instances of rulers' ideology and representation and relate these to each other. Based on five examples which will be studied in depth—Ashurbanipal, Nebuchadnezzar, Alexander the Great, Augustus, and Constantine—, they should be able to sketch the development of cults and other forms of representation of rulers, as well as imperial ideologies, from the first millennium BCE to the late antique period. They should also be able approach this subject in an interdisciplinary way, relating to the different fields of literature, art & architecture, political history, and their interconnections.

### **Inhoud vak**

Rulers have always represented themselves in ways that were meant to confirm the presence of their rule and ensure its continuity by legitimizing and strengthening it. Often they tried to emulate some of their illustrious predecessors or to stress their legitimacy by pointing at their position within a dynasty, rights given to them by the gods, military accomplishments, or the possession of certain symbols. They themselves, or more often people in their courts, also developed ideologies of kingship and power that brought such elements of representation together, be it in the form of historical and political narratives or in the form of a cult. Needless to say, the rulers' opponents also reacted to such statements and wrote counter-narratives. The rulers who will be studied in this course all lived at important turning points in the history of their empires. As a result, their ideologies and the way they were presented often underwent important changes. Thus Alexander the Great, originally a primus inter pares in the Macedonian ideal of kingship, started to style himself as a Pharaoh and son of Zeus-Ammon after the conquest of Egypt. As ruler of Persia he wanted his subjects to perform proskynesis for him—which led to considerable opposition among the Macedonians. When Augustus took up the government of the Roman Empire and became the first Roman emperor, he made use of a number of blue-prints for the ideal ruler provided by the cultural tradition and developed these further. In his turn, Augustus set an example for Constantine, who distanced himself from the emperor-generals of the third century and sought legitimation in emulating Augustus and Trajan, while embracing a new religion, Christianity.

### **Onderwijsvorm**

Seminar

### **Toetsvorm**

Students will write a final exam (100% of the final mark). During the exam, students will have to write three short essays on subjects to be chosen from a list of five options. Students in one of the Research Master's programmes will have to write an additional fourth short essay on a subject of their choice.

## Literatuur

Various articles and sources to be found on Blackboard.

## Doelgroep

This course is obligatory for all students in the one-year MA Programme Classics and Ancient Civilizations. Research Master Students of Classics and Ancient Civilizations and (Research) MA students of Archaeology may choose the course as an elective.

## Overige informatie

This course is taught at the VU by Dr David Rijser (UvA), Dr Rients de Boer (VU), and Prof. Bas ter Haar Romeny (VU)

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

<b>Vakcode</b>	L_AAMAOHS039 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.A.J. Heerink
<b>Examinator</b>	dr. M.A.J. Heerink
<b>Docent(en)</b>	dr. M.A.J. Heerink
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

## Inhoud vak

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.

## Onderwijsvorm

Lectures and seminars

## Toetsvorm

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

## Literatuur

An edition of Lucan's *Bellum Civile*, for instance Duff 1928 (Loeb Classical Library). Other material will be made available during the course.

## Vereiste voorkennis

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).

## Doelgroep

Master students Classics and Ancient Civilizations.

## Overige informatie

This module is taught at the UvA by dr. M.A.J. Heerink (UvA) (UvA subject code 172411476Y).

Module registration at the UvA is required.

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

MA Course History of Philosophy: Beauty and Truth (and the Good). The aesthetics of rational being.

<b>Vakcode</b>	WM_ACASA01 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. M. Martijn
<b>Examinator</b>	prof. dr. M. Martijn
<b>Docent(en)</b>	prof. dr. M. Martijn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

## Doel vak

In order to successfully complete this course, the student needs to

- acquire knowledge of several ancient theories of beauty and of truth;
- gain insight into ancient views of the interrelation between beauty and truth, and of the metaphysical and epistemological presuppositions underlying those views.

After completion of this course, students will have further developed their skills of textual analysis, of reflecting on and comparing the theories expounded in (ancient) texts (in translation); evaluating secondary literature on those texts; formulating their own questions on and analyses of the material.

## Inhoud vak

Overview of ancient theories of beauty and truth and of the interrelation between the two. What is the ancient notion of truth? How

does it associate with, on the one hand, rationality and truth, and, on the other hand, our perception and emotions? We will trace the development of the notions of beauty and truth from the Presocratics down to the late ancient commentators, and study their entrenchment in ideas concerning the nature of reality, knowledge, and human life.

### Onderwijsvorm

Seminar. Student participation: presentation of topics, close reading of papers, and group discussions.

### Toetsvorm

Twoweekly assignments (20%), presentation (10%) and final essay (70%).

### Literatuur

A selection of passages from primary texts (mainly Plato, Aristotle, Plotinus, all in English translations) as well as papers and chapters from secondary literature, details to be announced through Blackboard. The course has a direct relation to recent research of the historians of philosophy of the VU.

### Aanbevolen voorkennis

A completed BA in one of the disciplines of ACASA or in philosophy. Students who wish to participate but do not fulfill the requirements should contact the teacher before enrolling.

### Doelgroep

MA students of ACASA. Students in other MA's (esp. Philosophy and Theology) may participate after permission from the teacher.

### Overige informatie

This course will be taught in English unless all participating students have both active and passive knowledge of Dutch. Absence of more than 20% will have to be compensated through additional assignments, except in cases of illness or other extreme circumstances. Late papers will not be accepted.

## Master Seminar Akkadian 1B

<b>Vakcode</b>	L_SAMAOHS002 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. R. de Boer
<b>Examinator</b>	dr. R. de Boer
<b>Docent(en)</b>	dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Training of language skills in Akkadian: grammar, translation, reading of cuneiform. Reinforcement of detailed historical knowledge. Acquisition of skills needed for a scientific edition of unedited cuneiform texts, or: skills to work with text databases.

### **Inhoud vak**

The topics of this course change yearly so that Research Master students can participate in both years. Master Seminar 1B is a variant to Master Seminar 1A (L\_SAMAOHS001). The two courses will be offered in alternating years.

### **Onderwijsvorm**

Reading and research seminar (2 hours per week). It is a combination of Akkadian reading, independent research by the students and discussion seminar. Students will present their research their research in class.

### **Toetsvorm**

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

### **Literatuur**

Will be announced (depends on the specific topic).

### **Vereiste voorkennis**

Advanced knowledge of Akkadian (BA in Oudheidkunde met Babylonisch-Assyrisch, alternatively at least one full year of intensive Akkadian if the student has achieved very high grades and has a good reading speed in cuneiform.)

### **Doelgroep**

Master and Research Master Ancient Studies with Babylonian.

### **Overige informatie**

The course will alternate with Master Seminar Akkadian 1A (L\_SAMAOHS001). This course 1B will be offered in 2016-17.

## **Master Seminar Akkadian 2A**

<b>Vakcode</b>	L_OAMAOHS002 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. K. Kleber
<b>Examinator</b>	dr. K. Kleber
<b>Docent(en)</b>	M. Tamerus, dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Training of language skills in Akkadian: grammar, translation, reading of cuneiform. Reinforcement of detailed historical knowledge. Acquisition of skills needed for a scientific edition of unedited cuneiform texts, or: skills to work with text databases.

### **Inhoud vak**

The topics of this course change yearly so that Research Master students can participate in both years. Master Seminar 2A (L\_OAMAOHS002) is a

variant to Master Seminar 2B (L\_OAMAOHS005). The two courses will be offered in alternating years. In 2016-17 you will read historical texts from the latter half of the first millennium BC Babylonia, that is, from the Neo-Babylonian, Achaemenid and Hellenistic periods.

### Onderwijsvorm

Reading and research seminar (2 hours per week). It is a combination of Akkadian reading, independent research by the students and discussion seminar. Students will present their research their research in class.

### Toetsvorm

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

### Literatuur

Individual articles and parts of various books. Details will be announced.

### Vereiste voorkennis

Advanced knowledge of Akkadian (BA in Oudheidkunde met Babylonisch-Assyrisch, alternatively at least one full year of intensive Akkadian if the student has achieved very high grades and has a good reading speed in cuneiform.)

### Doelgroep

Master and Research Master Ancient Studies with Babylonian

### Overige informatie

The course will alternate with Master Seminar Akkadian 2B (L\_OAMAOHS005). This course 2A will be offered in 2016-17.

## Methodology: Intertextuality and Classical Storytelling

<b>Vakcode</b>	L_XLMAOHS005 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.A.J. Heerink
<b>Examinator</b>	dr. M.A.J. Heerink
<b>Docent(en)</b>	dr. M.A.J. Heerink
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

The aim of this course is to introduce you to two central methodologies in the study of classics: narratology and intertextuality.

Narratology offers a refined set of instruments to analyze narrative, the text type of most classical texts (epic, historiography and the embedded narratives of lyric and drama). You will study the most important theoretical concepts of narratology and learn how to use them when reading and interpreting narrative texts.

Scholars have always discerned traces of earlier classical poems in later ones. The influence of Homer, for instance, can be found in almost every line of Virgil's Aeneid. But what do we make of these traces? In the nineteenth century, in particular Hellenistic and Roman poetry were criticized as secondary works of literature. In the last few decades however, intertextual theory has offered various ways to give meaning to the presence of the earlier text in the later one, and we are currently able to see how poets self-consciously place their poetry in a long and dynamic tradition. Intertextuality is now an indispensable tool when reading classical poetry.

### **Inhoud vak**

#### **Narratology**

You will be introduced to key concepts of narratology, such as the role of the narrator and his addressee, the narratee, focalization or point of view, the manipulation of time (retardation and acceleration, repetition and omission, foreshadowing and flash-back), description, the structure of narrative and its linguistic underpinning. These concepts will be used when reading passages from Greek and Latin narrative literature, and it will be discussed how these concepts can help us to correct, expand or refine existent interpretations and suggest new ones.

#### **Intertextuality**

You will be introduced to the (pre)history of intertextuality and the problems concerning the interpretation of intertextual contact: is there a difference, for instance, between just a reference and a self-conscious allusion? And how can we tell? Do classical texts for example somehow express their intertextuality? These and other questions will be asked while reading a wide array of classical poetry, including Homer, Apollonius, Callimachus, Theocritus, Catullus, Virgil, Ovid and Lucan. "

### **Onderwijsvorm**

Lectures and seminar, 2 x 2 hours a week

### **Toetsvorm**

Oral presentation and a written exam.

### **Literatuur**

I.J.F. de Jong, *Narratology and Classics. A Practical Guide*, Oxford, OUP 2014; S. Hinds. *Allusion and Intertext: Dynamics of Appropriation in Roman Poetry*, Cambridge, CUP 1998; syllabus with the primary texts (via blackboard).

### **Vereiste voorkennis**

BA in Classics or compatible expertise.

### **Doelgroep**

MA students Classics and Ancient Civilizations.

### **Overige informatie**

This course is taught in collaboration with Prof. dr. I. de Jong (UvA).

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

<b>Vakcode</b>	L_BAMAARC014 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0

<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.G. Aarts
<b>Examinator</b>	dr. J.G. Aarts
<b>Docent(en)</b>	dr. J.G. Aarts, prof. dr. N.G.A.M. Roymans
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

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.

### **Inhoud vak**

Money has always been regarded as having a profound impact on the societies which made use of it. This course is focused 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). In the first sessions, a short history of Greek, Roman, and Celtic coinages will be given, in order to create the necessary framework for the participants. Also, a workshop identifying ancient coins is included to provide a useful 'hands-on' experience.

### **Onderwijsvorm**

Lectures provided by teacher, class room discussions, workshop.

### **Toetsvorm**

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

### **Literatuur**

Will be made available at the beginning of the course.

### **Vereiste voorkennis**

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).

### Doelgroep

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

## Reception of Classical Literature

<b>Vakcode</b>	L_XLMAOHS007 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.H. Koenen
<b>Examinator</b>	dr. M.H. Koenen
<b>Docent(en)</b>	dr. M.H. Koenen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Insight in the function of the classics in the cultural history of the later 18th, the 19th and the early 20th century; detailed insight in classical receptions in connection with aestheticism, detailed insight in receptions of the classics in De Tachtigers, Dutch Symbolist en Modernist poetry; general knowledge of theories of reception.

### Inhoud vak

The aesthetic movements that rose in France (Baudelaire, Gautiér), England (Whistler and Wilde), and the Netherlands ('De beweging van Tachtig') from the mid 19th Century onwards were strongly influenced by early Romanticism and therefore polemically opposed to classicism. Yet classical texts and ideas were absolutely central to aestheticism – one has but to realize that virtually all 'Tachtigers' (e.g. famous poets as Willem Kloos and Herman Gorter) started their intellectual development as a classicist. This course studies classical receptions in connection with aestheticism. David Rijser, assistant professor of Latin and contributor to NRC: Cultureel Supplement, will trace the essential role of classics first in Winckelmann and Kant, then in mid 19th Century France, and finally in the work and polemics of A.E. Housman and Walter Pater in England. Mieke Koenen, assistant professor of Latin and biographer, will first study the role of the classics in 'De Tachtigers' and Dutch Symbolist poetry (e.g. J.H. Leopold). Then she will focus on the receptions of the classics, 'De Tachtigers' and Dutch Symbolism in [a] the poetry of Ida Gerhardt, who also translated Lucretius, Vergil and Greek Epigrams, and [b] in Modernist Dutch literature.

Greek and Latin texts are read in translation.

### Onderwijsvorm

The course consists of 7 weeks: two lectures a week, one on the subject of classical receptions in connection with aestheticism, the other on the role of the classics in 'De Tachtigers', Dutch Symbolist as well as Modernist poetry, with special attention to the writings of Herman Gorter, J.H. Leopold and Ida

Gerhardt.

**Toetsvorm**

Oral exam (Rijser) and paper (Koenen).

**Literatuur**

To be announced.

**Vereiste voorkennis**

BA in the humanities.

**Doelgroep**

Master students in the humanities, e.g. Classics and Ancient Civilizations, Modern Languages, Arts, History. Greek and Latin texts will be studied in translations.

**Overige informatie**

This course is taught in collaboration with dr. D. Rijser (UvA). The lectures by dr. Mieke Koenen, dealing with the reception of the classics in modern Dutch poetry, are taught in Dutch.

## Research Master Thesis Classics & Ancient Civilizations

<b>Vakcode</b>	L_OAMPOHSSCR ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	30.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. R. de Boer
<b>Niveau</b>	600

**Doel vak**

The thesis should show that the student possesses knowledge of and insight into his or her specific area of study within the field of Classics and Ancient Civilizations, as well as the necessary skills to perform original research, using primary sources, according to academic standards. The student should show how his or her specific subject relates to the broader cultural or social context. The student should also demonstrate theoretical and methodological insight in the field and the ability to apply these insights independently, developing his or her own perspective on the material studied. A Research Master's thesis should present innovative, critical, and, wherever possible, interdisciplinary research. If a disciplinary approach is chosen, it is important to show that one is able to relate one's approach to other approaches and methods and that one has the capability to show the relevance of the subject and approach to the field as a whole.

**Inhoud vak**

The subject and content of the thesis are defined in consultation with the supervisor. The student is required to contact one of the staff members whose field of research best fits the type of research to be carried out. An independent second reader will be approached afterwards. For more details on the process and the requirements, please consult the Research Master's Thesis Guide on VU.net.

### Onderwijsvorm

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, a thesis contract will be drawn up, listing the topic, the research question, as well as the supervisor and second reader. It will also set the time frame and the number of supervision meetings. This contract should be submitted to one of the coordinators of the Research Master's programme, Prof. Irene de Jong or Prof. Bas ter Haar Romeny, no later than at the end of the second period of the second year of one's programme.

### Toetsvorm

The thesis will be assessed by two staff members, who will mark the thesis independently: the supervisor and the second reader. Important criteria are originality, argumentation, style of writing, adequate references to source material and secondary literature, and—if relevant—the use of illustrations. For more details, please see the Research Master's Thesis Guide on VU.net.

### Literatuur

To be discussed with the thesis supervisor.

### Vereiste voorkennis

Bachelor degree (cf. admission rules).

### Doelgroep

Research Master's students.

### Overige informatie

It is best to start thinking about one's thesis in the first semester of the first year, in consultation with one's mentor. The mentor may act as supervisor, but instead, it is also possible to select a different staff member. Additional support is given in the Research Design classes.

## Research Seminar: Current Issues in Archaeology

<b>Vakcode</b>	L_BAMAARC007 ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.G. Aarts
<b>Examinator</b>	dr. J.G. Aarts
<b>Docent(en)</b>	prof. dr. G.L.M. Burgers, prof. dr. J.P. Crielaard, dr. J.G. Aarts, dr. A.M.J. Derks, dr. A. Prent, prof. dr. N.G.A.M. Roymans
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Developing an awareness of, and an open mind and critical attitude towards current international research. Attaining an international perspective on archaeology. Contact with speakers from abroad will provide opportunities to enlarge networks. Learning to review. Learning to find the essence of the presented research.

### **Inhoud vak**

This course offers insight in international research topics in archaeology by renowned researchers from the Netherlands and abroad. Guest speakers will present their research and debate with master students. Topics will be widely varied and range from Mediterranean and Dutch archaeology to Landscape archaeology and Historical archaeology, in all periods and regions.

### **Onderwijsvorm**

Lecture series and discussions. Writing a review article on the basis of a specific lecture and relevant literature. Participants are expected to attend all lectures and actively participate in the discussions.

### **Toetsvorm**

After each lecture, one or two students will respond with well-informed and researched questions on the topic. The prepared questions should be submitted to the supervisor at least one week before the lecture he or she will respond to.

A review article (4000 words) on the subject of the lecture the student has responded to. This should take the form of a critical discussion of the presented research, and other (recent) studies on the same or a closely related topic.

Assessment: review article 80%, responding and contributing to the discussions 20%.

### **Literatuur**

Students are expected to read the literature pertaining to each lecture in order to be prepared for the discussion. This will be posted on the UvA Blackboard site.

### **Vereiste voorkennis**

BA Archaeology or Ancient Studies

### **Doelgroep**

Ma-students Archaeology and Ancient studies, MPhil-students Ancient Studies

### **Overige informatie**

This module is coordinated in 2016-2017 by the UvA (UvA subject code 140412097Y).

Module registration at the UvA is required

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## **Seminar Research Design 1**

<b>Vakcode</b>	L_AAMPALG001 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen

<b>Coördinator</b>	prof. dr. P.J.E.M. van Dam
<b>Examinator</b>	prof. dr. P.J.E.M. van Dam
<b>Docent(en)</b>	prof. dr. P.J.E.M. van Dam, dr. T. Krennmayr
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Being able to take a position in theoretical debates, to substantiate methodological choices and to point out innovative research possibilities in the field. Writing a research proposal.

### Inhoud vak

The Research Design Seminar consists of two courses which will take place consecutively in the first and second year of your programme. In this first seminar students will be taught the initial steps to designing a research proposal which meets the highest requirements of N.W.O. and other science founding agencies. In the course the emphasis will be on exploring the academic context you operate in, and positioning yourself in scientific debates. Students will learn how to make methodological choices and to explore future research routes that may lead to innovative research. This will be done by means of site visits, in-depth discussions of theoretical articles, other sources and research proposals.

### Onderwijsvorm

The seminar course consists of seven weekly meetings of four hours each. All students will be expected to be well- prepared and to participate actively and autonomously at all times. Students will take on the roles of presenter, commentator and discussion leader.

### Toetsvorm

Oral and written presentations, comments on presentations by other students. Students will be assessed on their class participation, written assignments, oral presentations and their peer reviews of fellow students.

### Literatuur

To be announced

### Vereiste voorkennis

Admission to research master

### Doelgroep

Students of research masters in the faculty of humanities

### Overige informatie

Language in class is English.

Together Research Design 1 and Research Design 2 form a compulsory part of the Research Master Programme. The second course takes place in year two of the Research Master course.

## Seminar Research Design 2

<b>Vakcode</b>	L_AAMPALG002 ()
<b>Periode</b>	Periode 2+3

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.W.H.P. Verhagen
<b>Examinator</b>	dr. J.W.H.P. Verhagen
<b>Docent(en)</b>	dr. J.F. van der Meulen, dr. J.W.H.P. Verhagen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	600

### **Doel vak**

In this course, students will learn how to write a research proposal according to the format of NWO or other international research organisations. This will prepare them for a possible PhD-application after graduation. After finishing this course, the students will:

- Be able to write a convincing research proposal for both peers and an interested lay audience;
- Understand the procedures and assessments for grant applications, and apply this knowledge when writing a research proposal;
- Be able to present a research proposal convincingly in a short time frame;
- Be able to convincingly reply to critical questions about the research proposal;
- Be able to evaluate research proposals, even when they are not from their own discipline, and to give a reasoned judgement about the quality.

### **Inhoud vak**

In the Master courses Research Design 1 and 2 students learn about the culture of application and research practice in the scientific world, in particular in the field of Humanities. Students are also trained to design a research proposal that meets the highest requirements of judgment for PhD positions. In particular, the Research Design 2 course prepares for writing an individual research proposal that can be developed into a grant application.

In order to achieve this goal, the course focuses on the various aspects of the writing process, and on the procedures for grant application followed at NWO and other scientific bodies. This includes the dynamics of selection committees and the role of knowledge utilization.

The course is designed to start from the basics, by first developing a research idea into a short abstract that will be discussed with fellow students. Emphasis will be on defining the scientific impact of the research proposal, and on explaining this to non-experts. Following this, a final research proposal will be written that will be presented in a 'mock interview' setting, where the students will comment on one another's proposals.

In order to achieve the learning goals the following learning activities are offered:

#### 1. Guest lectures

In a number of guest lectures (including PhD-students) you will be informed about what it takes to become a PhD-student, what are the relevant procedures for grant application, and how you can avoid the pitfalls.

#### 2. Discussions

During the course, you will be asked frequently to actively reflect on all aspects of writing research proposals through discussion with your fellow students.

### 3. Presentations

Once you have developed and written down your ideas for a research proposal, you will present these in class to your fellow students.

### 4. Peer review

An important aspect of this course is receiving peer review from your fellow students. This will help you to understand whether your research proposal is sufficiently clear.

## Onderwijsvorm

Seminar

## Toetsvorm

During this course, the students will have to submit 4 written assignments, and will have one graded oral assignment (the 'mock interview'). Furthermore, there will be three non-graded assignments. The assessment programme is as follows:

### ASSIGNMENT GRADING WEIGHT

evaluation of 2 research proposals 5%

draft abstract not graded

elevator pitch not graded

CV + knowledge utilisation 10%

final abstract 15%

draft proposal not graded

5 minute presentation 20%

'mock interview' 10%

final proposal 40%

Grades 0-10, attendance obligatory. Final grades below 6.0 are insufficient. Grades between 5.5 and 6.0 will however be rounded to 6.0. Grading for the assignments will be done on the basis of rubrics. These rubrics will be made available through Blackboard.

## Literatuur

Provided through Blackboard

## Vereiste voorkennis

Seminar Research Design 1

## Doelgroep

Research master students

## Term Paper Ancient History and Ancient Studies

<b>Vakcode</b>	L_OAMAOHS003 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Niveau</b>	400

**Doel vak**

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

**Inhoud vak**

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

**Onderwijsvorm**

Individual supervision by one of the ACASA staff members, usually in the form of up to three meetings.

**Toetsvorm**

Written paper of no more than 8000 words.

**Literatuur**

Depending on the subject.

**Vereiste voorkennis**

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

**Overige informatie**

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

## The Archaeology of Conflict

<b>Vakcode</b>	L_BEMAARC020 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. N.G.A.M. Roymans
<b>Examinator</b>	prof. dr. N.G.A.M. Roymans
<b>Docent(en)</b>	prof. dr. N.G.A.M. Roymans
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

If you successfully complete the course, you will:

1. have acquired a basic knowledge of the most important theoretical approaches and methodologies used by archaeologists to study armed conflicts in the past
2. have shown the ability to connect these theoretical and methodological approaches to concrete cases and reflect critically about the ways archaeologists (or historians) have applied them
3. have acquired a deeper knowledge of the materiality of conflict in a specific time period and/or region
4. be able to write a theoretically informed paper in which the above

objectives are realized.

### **Inhoud vak**

In the past two decades we have witnessed the rapid development of a new field of archaeological research, commonly labelled as conflict archaeology. It has its origins in the study of battlefields and other conflict-related phenomena in the modern and pre-modern periods, but numerous studies have already made clear that this theme, its methods, techniques and theories are also relevant for older historical and even prehistoric periods. However, the material dimension of mass violence and conflict still is an underexplored field of study. This course aims to give an up-to-date overview of the potentials, the scope and the limitations of conflict archaeology. We will discuss a broad range of topics from the prehistoric period up to the Second World War, and have a focus on methodological and theoretical issues. Questions that will be addressed are: how can we identify battlefields?, how essential is the availability of documentary evidence? What is the potential of a landscape-archaeological approach in this field of research? Has archaeology something to offer to the study of genocide in the past? How important are ritual depositions related to conflict?

### **Onderwijsvorm**

A series of lectures followed by classroom discussions and two sessions with presentations of student papers

### **Toetsvorm**

Participation in classroom discussions (20%), paper (4000 wrds) (80%)

### **Literatuur**

John Carman 2014: Archaeologies of Conflict (Bloomsbury). Further literature will be put available on the blackboard site.

### **Vereiste voorkennis**

Bachelor archaeology, bachelor history, bachelor cultural anthropology

### **Doelgroep**

Master students archaeology, history, cultural anthropology

### **Overige informatie**

This course is taught in collaboration with Prof. J. Symonds (UvA).

## **The Objects of Religion: Material Culture at Sanctuaries**

<b>Vakcode</b>	L_AAMAARC016 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.P. Crielaard
<b>Docent(en)</b>	dr. A.M.J. Derks
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Students who will have successfully completed this course will

- have an advanced understanding of the religions of Etruria, Rome and the Roman provinces
- have acquired an in-depth knowledge of key analytical tools and theoretical concepts that are used to interpret material culture from sanctuaries
- have developed the ability to implement these tools and concepts to interpret a case study
- have the ability to write a concise and clearly structured paper with a well-focused argument

### **Inhoud vak**

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.

### **Onderwijsvorm**

Lectures, class room discussions and oral presentations with discussion and feedback from the instructors.  
3 hours per week

### **Toetsvorm**

This course will be assessed by a combination of an essay which will count for 70% of the final mark, an oral presentation (15%) and performance during classroom discussions which will make up 15% of the final mark. Research master students are expected to be able to present a more sophisticated analysis of their case study.

### **Literatuur**

Will be made available during the course.

### **Doelgroep**

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). Also accessible for Research Master students in Archaeology or Classics and Ancient Civilizations.

### **Overige informatie**

This module is taught at the UvA by Dr. P.S. Lulof and Dr. A.M.J. Derks (UvA subject code 140412236Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

# Trade and Exchange in the Medieval and Early Modern Period

<b>Vakcode</b>	L_AAMAARC010 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.P. Crielaard
<b>Lesmethode(n)</b>	Werkcollege, Hoorcollege
<b>Niveau</b>	400

## Doel vak

After this module the student

- has knowledge of the development of exchange systems during the middle ages and early modern period in western Europe
- recognizes the main areas of research within the field
- has the competence to formulate research questions

## Inhoud vak

The study of consumption, production, and demand has always been at the heart of medieval and early modern archaeology. In this module we will evaluate a range of exchange mechanisms by which objects and commodities changed hands throughout these periods. We will not only look at a number of concrete examples, but also study some general theories behind exchange systems in the past. We will make a journey through time as we start in post-Roman Europe, after which attention moves to the world of large trading settlements in north-western Europe and the collapse of this system. Closely linked to the study of exchange is the emergence of towns and markets, which come to play an important role in the post-Carolingian world and later Middle Ages. The course will go on to explore the archaeology of the Hanseatic League, and the growth of mercantile capitalism, and will conclude with an examination of world systems theory, the expansion of European trade, and global interactions in the early modern period.

## Onderwijsvorm

Seminar

2 x 2 hours a week

## Toetsvorm

Essays, presentations and final paper

## Literatuur

J. Goody 2004: Capitalism and Modernity: The Great Debate. Cambridge, Mass.

R. Hodges 2012: Dark Age Economics. A New Audit. London: Duckworth.

R. Marks 2007: The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century. Rowman & Littlefield Publishers

C. Orser 2014: A Primer on Modern-World Archaeology. Eliot Werner Publications, New York.

## Doelgroep

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)

### Intekenprocedure

This module is taught at the UvA by prof. dr. J. Symonds & and dr. A. Verhoeven (UvA subject code 140412176Y). Module registration at the UvA is required, a UvANetID is required for registration.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

This module is taught at the UvA by prof.dr. J. Symonds and dr. A.A.A. Verhoeven (UvA subject code 140412176Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Tutorial Classics and Ancient Civilizations 1 (RM)

<b>Vakcode</b>	L_AAMPOHS004 ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Niveau</b>	500

### Doel vak

In-depth study of a subject relevant to a student's programme and research plan.

### Inhoud vak

Students can choose up to three tutorials (a total of 24 ec) in accordance with their own interests, as part of their Research Master's programme. Students may contact a lecturer of their choice (as a rule this should be a member of the core teaching staff of the ReMA) and establish the content of the tutorial together with this person. They should be able to explain the relevance of the tutorial for their Master's programme as a whole; thus it could for instance prepare one for the MA thesis. The proposed tutorial must be submitted to the examination board for approval. The tutorial can take place in any period of the academic year, though often periods 3 and 6 are preferred.

### Onderwijsvorm

Tutorial

### Toetsvorm

To be determined by the tutor (often a paper, sometimes an oral exam).

**Literatuur**

To be determined by the tutor in consultation with the student.

**Doelgroep**

Research Master's Students in Classics and Ancient Civilizations.

**Tutorial Classics and Ancient Civilizations 2 (RM)**

<b>Vakcode</b>	L_AAMPOHS005 (536604)
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	9.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Niveau</b>	500

**Doel vak**

In-depth study of a subject relevant to a student's programme and research plan.

**Inhoud vak**

Students can choose up to three tutorials (a total of 24 ec) in accordance with their own interests, as part of their Research Master's programme. Students may contact a lecturer of their choice (as a rule this should be a member of the core teaching staff of the ReMA) and establish the content of the tutorial together with this person. They should be able to explain the relevance of the tutorial for their Master's programme as a whole; thus it could for instance prepare one for the MA thesis. The proposed tutorial must be submitted to the examination board for approval. The tutorial can take place in any period of the academic year, though often periods 3 and 6 are preferred.

**Onderwijsvorm**

Tutorial

**Toetsvorm**

To be determined by the tutor (often a paper, sometimes an oral exam).

**Literatuur**

To be determined by the tutor in consultation with the student.