



## Classics and Ancient Civilizations (research)

VU University Amsterdam - Faculteit der Geesteswetenschappen (Let) - M Classics & Ancient Civilizations (res) - 2014-2015

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 CE) 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. We distinguish two specializations: *History & Archaeology* and *Language & Literature*. The first consists of courses (mainly) suitable for students with a BA in archaeology, ancient history, ancient studies, the second is intended for students with a BA in classics, Assyriology or students Ancient study with a specialization in Greek, Latin or Akkadian (Babylonian and Assyrian). 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 \(pdf\)](#)

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## Research Master Classics & Ancient Civilizations

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

Programme components:

- [Research Master Classics & Ancient Civilizations Specialization Modules](#)

Courses:

Name	Period	Credits	Code
<a href="#">Ancient Studies Tutorial 1</a>	Ac. Year (September)	6.0	L_AAMPOHS004
<a href="#">Ancient Studies Tutorial 2</a>	Ac. Year (September)	9.0	L_AAMPOHS005
<a href="#">Core Course Editing and Commenting Technique</a>		12.0	L_XAMPOHS001
<a href="#">Core Course Ethnic Identities in Antiquity</a>		12.0	L_AAMPOHS007
<a href="#">Core Course Text and Matter: Popular versus Elite Culture</a>	Semester 1	12.0	L_AAMPOHS009
<a href="#">MA-Thesis Classics &amp; Ancient Civilizations (research)</a>	Ac. Year (September)	30.0	L_OAMPOHSSCR
<a href="#">Seminar Research Design 1</a>	Period 4	6.0	L_AAMPALG001
<a href="#">Seminar Research Design 2</a>	Period 2+3	6.0	L_AAMPALG002

## Research Master Classics & Ancient Civilizations Specialization Modules

Programme components:

- [Research Master Classics & Ancient Civilizations Programme Ancient Studies](#)
- [Research Master Classics & Ancient Civilizations Programme Classics](#)
- [Research Master Classics & Ancient Civilizations Programme Landscape and Heritage](#)
- [Research Master Classics & Ancient Civilizations Programme Mediterranean Archaeology](#)
- [Research Master Classics & Ancient Civilizations Programme Archaeology of Northwestern Europe](#)
- [Research Master Classics & Ancient Civilizations Programme Ancient History](#)

Courses:

Name	Period	Credits	Code
<a href="#">Core Course II: The Archaeology of Social Space: Household Archaeology</a>	Period 4+5	12.0	L_AAMAARC008

## Research Master Classics & Ancient Civilizations Programme Ancient Studies

Courses:

Name	Period	Credits	Code
<a href="#">A City full of Gods: Religion in Athenian Democracy</a>	Period 5	6.0	L_AAMAOHS025
<a href="#">Ancient Judaism</a>	Period 4	6.0	L_AAMAOHS026
<a href="#">Augustus in Art, Politics and Literature</a>	Period 5	6.0	L_AAMAOHS022
<a href="#">City Life in the Roman Empire</a>	Period 4	6.0	L_AAMAOHS001
<a href="#">Classical Storytelling: from Theory to Text</a>	Period 1	6.0	L_AAMAOHS018
<a href="#">Confrontation between Greek and Mesopotamian Civilizations</a>	Period 4	6.0	L_GOMAALG001
<a href="#">Early Christian Literature</a>	Period 5	6.0	L_AAMAOHS027
<a href="#">From Christ to Constantine. The Rise of Christianity in Historical and Cultural Perspective I</a>	Period 1	6.0	L_AAMAOHS023
<a href="#">From Christ to Constantine. The Rise of Christianity in Historical and Cultural Perspective II</a>	Period 2	6.0	L_AAMAOHS024
<a href="#">Great Debates in Ancient Historical Studies I</a>	Period 1	6.0	L_OAMAOHS001
<a href="#">Great Debates in Ancient Historical Studies II</a>	Period 2	6.0	L_AAMAOHS005
<a href="#">Greek Linguistics: Ancient Greek Dialects</a>	Period 2	6.0	L_XGMAOHS001
<a href="#">Greek Literature: Epictetus and Christian Adaptations of the Encheiridion</a>	Period 2	6.0	L_XAMAOHS004
<a href="#">Greek Literature: Heracles in Greek Lyric Poetry and Drama</a>	Period 5	6.0	L_AAMAOHS028
<a href="#">Imagining the Divine in Context</a>	Period 1	6.0	L_AAMAOHS003
<a href="#">Intertextuality and Reception of Greek and Latin Literature</a>	Period 1	6.0	L_AAMAOHS004
<a href="#">Latin Literature: Epic in the Flavian Age: Valerius Flaccus' Argonautica</a>	Period 2	6.0	L_AAMAOHS010
<a href="#">Master Seminar Akkadian 1A</a>		6.0	L_SAMAOHS001
<a href="#">Master Seminar Akkadian 1B</a>	Period 1	6.0	L_SAMAOHS002
<a href="#">Master Seminar Akkadian 2A</a>	Period 2	6.0	L_OAMAOHS002

Medieval and Neolatin: The Mixed Genre - The Prosimetrum from Petronius to Dante	Period 2	6.0	L_AAMAOHS020
Potency in Ancient and Medieval thought (a selection of texts) - MA Specialization course History of Philosophy	Period 1	6.0	W_MASP_HF012
Term Paper Ancient History and Ancient Studies	Period 3	6.0	L_OAMAOHS003

## Research Master Classics & Ancient Civilizations Programme Classics

Courses:

Name	Period	Credits	Code
Classical Storytelling: from Theory to Text	Period 1	6.0	L_AAMAOHS018
Greek Linguistics: Ancient Greek Dialects	Period 2	6.0	L_XGMAOHS001
Greek Literature: Epictetus and Christian Adaptations of the Encheiridion	Period 2	6.0	L_XAMAOHS004
Greek Literature: Heracles in Greek Lyric Poetry and Drama	Period 5	6.0	L_AAMAOHS028
Intertextuality and Reception of Greek and Latin Literature	Period 1	6.0	L_AAMAOHS004
Latin Linguistics: Negation in Narratives	Period 4	6.0	L_XLMAOHS003
Latin Literature: Epic in the Flavian Age: Valerius Flaccus' Argonautica	Period 2	6.0	L_AAMAOHS010
Latin Literature: Horace and the Art of Poetry	Period 4	6.0	L_AAMAOHS029
Term Paper Ancient History and Ancient Studies	Period 3	6.0	L_OAMAOHS003

## Research Master Classics & Ancient Civilizations Programme Landscape and Heritage

Courses:

Name	Period	Credits	Code
Biography of the Landscape	Ac. Year (September), Period 2	6.0	L_BAMAARC010

Historical Landscape and Archaeological Heritage	Period 1	6.0	L_AAMAERF001
Money in Ancient and Medieval Society. An archaeological view	Period 2	6.0	L_BAMAARC014
Perspectives on Ancient Landscapes	Ac. Year (September), Period 1	6.0	L_BAMAARC009
Research Seminar: Current Issues in Archaeology	Ac. Year (September)	6.0	L_BAMAARC007
The Archaeology and the Archaeological Heritage in the Age of Malta	Period 4	6.0	L_BEMAARC013
The Archaeology of Amsterdam and the Dutch Maritime Expansion	Period 4	6.0	L_AAMAARC007
Villa Landscapes in the Roman North	Period 4	6.0	L_BEMAARC012

## Research Master Classics & Ancient Civilizations Programme Mediterranean Archaeology

Courses:

Name	Period	Credits	Code
Burial and Ancient Society	Period 2	6.0	L_AAMAARC002
Ceramics in Archaeology	Period 4	6.0	L_AAMAARC006
Connecting the Ancient Mediterranean: Networks, Globalization and Heritage	Period 4	6.0	L_AAMAARC004
Homeric Greece: Epics, Archaeology and the Wider Mediterranean World	Period 1	6.0	L_BMMAARC010
Money in Ancient and Medieval Society. An archaeological view	Period 2	6.0	L_BAMAARC014
Research Seminar: Current Issues in Archaeology	Ac. Year (September)	6.0	L_BAMAARC007
Roman Archaeology and the Romanisation Paradigm	Period 2	6.0	L_BEMAARC016
The Archaeology and the Archaeological Heritage in the Age of Malta	Period 4	6.0	L_BEMAARC013
The Objects of Religion: Material Culture at Sanctuaries	Period 1	6.0	L_BAMAARC012

## Research Master Classics & Ancient Civilizations Programme Archaeology of Northwestern Europe

Courses:

Name	Period	Credits	Code
Late Iron Age Societies in North Western Europe	Period 1	6.0	L_BEMAARC015
Money in Ancient and Medieval Society. An archaeological view	Period 2	6.0	L_BAMAARC014
Research Seminar: Current Issues in Archaeology	Ac. Year (September)	6.0	L_BAMAARC007
Roman Archaeology and the Romanisation Paradigm	Period 2	6.0	L_BEMAARC016
The Archaeological Heritage of the Medieval and Early Modern Town	Period 1	6.0	L_AAMAARC001
The Archaeology and the Archaeological Heritage in the Age of Malta	Period 4	6.0	L_BEMAARC013
The Archaeology of Amsterdam and the Dutch Maritime Expansion	Period 4	6.0	L_AAMAARC007
Transformations of the Medieval Rural World: Landscapes and Settlements	Period 2	6.0	L_AAMAARC003
Villa Landscapes in the Roman North	Period 4	6.0	L_BEMAARC012

## Research Master Classics & Ancient Civilizations Programme Ancient History

Courses:

Name	Period	Credits	Code
City Life in the Roman Empire	Period 4	6.0	L_AAMAOHS001
Confrontation between Greek and Mesopotamian Civilizations	Period 4	6.0	L_GOMAALG001
From Christ to Constantine. The Rise of Christianity in Historical and Cultural Perspective I	Period 1	6.0	L_AAMAOHS023
From Christ to Constantine. The Rise of Christianity in Historical and Cultural Perspective II	Period 2	6.0	L_AAMAOHS024
Great Debates in Ancient Historical Studies I	Period 1	6.0	L_OAMAOHS001

Great Debates in Ancient Historical Studies II	Period 2	6.0	L_AAMAOHS005
Greek Elite Culture in the Roman Empire	Period 5	6.0	L_GOMAALG002
MA Course History of Philosophy: Beauty and Truth (and the Good). The aesthetics of rational being.	Period 2	6.0	WM_ACASA01
Term Paper Ancient History and Ancient Studies	Period 3	6.0	L_OAMAOHS003

## A City full of Gods: Religion in Athenian Democracy

<b>Course code</b>	L_AAMAOHS025 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course content

In ancient Greek poleis, the gods were an integral part of society. Although radical thinkers occasionally toyed with atheism in thought experiments, the presence of the gods was simply a given in daily life. From major gods like Demeter to local healing heroes, each had needs and desires, moods and sympathies, just like mortals; but without mortality to put a check on the gods' whims, those mortals had to spend a significant portion of their time and resources on keeping the gods satisfied.

This basic fact will be the starting point for our study of classical Athenian democracy. How did the presence of the gods affect the development of democratic ideology and practice? In this course, we will study a variety of historical, literary and archeological sources to trace how religion shaped the democratic institutions and politics of classical Athens.

### Form of tuition

Seminar.

### Course reading

To be announced.

### Remarks

This module is taught at the UvA by mw.dr. P.E. van 't Wout (UvA subject code 172410056Y). Module registration at the UvA is required.

## Ancient Judaism

<b>Course code</b>	L_AAMAOHS026 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

1. Discussion of important issues concerning the formation of Jewish identities.
2. Study of primary sources (Bible, Second Temple Period and Early Rabbinic passages) in their historical contexts.
3. Reading of a selection of secondary literature.

### **Course content**

The course aims at introducing students to recent scholarly discussions concerning Early Jewish literature as well as Jewish identity construction. It will start with a discussion how "origins" of a religion can be conceived and then focus on the plurality of Judaism in the Second Temple period. It will also deal with the formation of Rabbinic Judaism and the issue of the "parting of the ways" of Jews and Christians. Relevant primary sources will be discussed in detail. The course also aims at improving students' ability to analyze complex scholarly discussions and subsequently formulate their own position therein.

### **Form of tuition**

This course will have the format of a seminar, which means that active participation of students is essential. The instructor will give feedback and additional information by means of lectures (3 hours per week), but a considerable part of the course will be done in collaboration with the students. Students will introduce the readings of the respective week and prepare the discussion in class in oral presentations. The course also includes the oral presentation of a specific topic by students, a brief academic paper as well as the writing of a review on a scholarly monograph related to the topic of the course.

### **Type of assessment**

Assignments every week, oral presentation, short paper and review.

### **Course reading**

Scholarly literature will be available either in the form of a reader or in electronic format. Students have to pay for copyrights. Costs ca. € 50,--.

### **Entry requirements**

Admitted to a MA-programme in Humanities.

### **Remarks**

Knowledge of Biblical Hebrew and/or Greek is recommended but not required. Recommended are recent translations of the primary sources, e.g. The Old Testament Pseudepigrapha I-II (ed. J. H. Charlesworth; London: 1983-85); G. Vermes, The Dead Sea Scrolls in English (London: 1997).

This module is taught at the UvA by prof.dr. J.W. van Henten (UvA) (UvA subject code 153412056Y). Module registration at the UvA is required.

## **Ancient Studies Tutorial 1**

<b>Course code</b>	L_AAMPOHS004 (536603)
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	6.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. R.J. van der Spek
<b>Level</b>	500

## Ancient Studies Tutorial 2

<b>Course code</b>	L_AAMPOHS005 (536604)
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	9.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. R.J. van der Spek
<b>Level</b>	500

## Augustus in Art, Politics and Literature

<b>Course code</b>	L_AAMAOHS022 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Teaching staff</b>	dr. mr. R.J. Allan, dr. M.A.J. Heerink
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course content

The bimillenary celebrations of the death of Rome's first emperor Augustus in 2014 once more illustrated the singular importance of both the historical figure and the culture he both epitomized and created. This course examines Augustus' presence in art, politics and literature from an interdisciplinary perspective, enlisting the contributions of archeologists, historians, philologists and cultural historians.

- 1.Introduction: the synthetic nature of Augustan culture: precedents and afterlife (D.Rijser)
- 2.Augustus: art, architecture, urban design (Gert-Jan Burgers)
- 3.Augustus and the Foundation of Rome (Raphael Hunsucker, RU)
- 4.Augustus and the Greeks (Rutger Allan)
- 5.Augustan biography: Suetonius and Apollodorus of Damascus (Jacqueline Klooster, UGent)
- 6.The politics of empire (Hans van Rossum)
- 7.Augustus and the poets (D.Rijser)

### Remarks

This module is taught at the UvA by dr. D.Rijser (coördinator), dr. M.A.J.Heerink (both UvA) and dr.mr. R.J.Allan (VU) (UvA subject code 172411396Y). Module registration at the UvA is required.

## Biography of the Landscape

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

### Course objective

- Understanding the development of “biographical approaches” to landscape research in geography and archaeology from 1979 onwards
- Understanding different concepts of authorship and “layeredness” in landscapes
- Knowledge of different geographical, anthropological, historical and archaeological perspectives on the long-term history and temporality of landscapes
- Competence in working with these theoretical concepts in specific case studies, thereby developing interesting and useful narratives for the present-day (public) understanding and transformation of landscapes
- Competence in combining and integrating different sources (archaeological, historical, art historical) in the study of landscapes

### Course content

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

### Form of tuition

Lectures and practical exercises

### Type of assessment

essay

### Course reading

Will be communicated later

**Entry requirements**

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

**Target group**

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

**Remarks**

Attending lectures mandatory. Costs: literature and excursions ca. € 50, = ; This course is taught in collaboration with dr. H. Ronnes, teacher in the dual master Cultural Heritage of the UVA, the Universiteit van Amsterdam.

**Burial and Ancient Society**

<b>Course code</b>	L_AAMAARC002 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Examinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

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

**Course content**

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

**Form of tuition**

The course consists of 7 weeks of teaching (lectures, seminars and discussions based on assigned readings) with meetings two times a week (2 x 2 hours): Monday, 11.00-13.00, BG13A 0.01A; Thursday, 11.00-13.00, OMHP D1.18B. The first session is scheduled on 27 October, the last session on 11 December.

The course consists of three distinct parts:

1.classes based on assigned literature followed by discussion

2.classes by guest speakers who will lecture on subjects that focus on the relations between the world of the living and the dead, presenting case studies from their own research

3.an assignment for each student in which a specific theme is treated with the application of the theoretical framework discussed during the classes. This has to result in an oral presentation and a written paper before the end of the course.

On Monday: there will be regular classes based upon the assigned literature. The Thursday class will be used for seminars by guest speakers, who will discuss case studies from their own experience. This will be followed by a discussion, based on the presentation of the guest speaker and additional literature. One of the students will introduce the guest-speaker and will preside the discussion.

The student will undertake individual research on a selected case-study, presenting the results in both oral and written form (5000-7500 words excl. literature and illustrations).

More information about the courses and the assignments will be given in the first week of the course.

### **Type of assessment**

Participation in class room discussions, final extended essay

### **Course reading**

Will be made available during the course.

### **Entry requirements**

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

### **Target group**

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

### **Remarks**

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

## **Ceramics in Archaeology**

<b>Course code</b>	L_AAMAARC006 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. V.V. Stissi
<b>Teaching staff</b>	prof. dr. V.V. Stissi
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

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.

### **Course content**

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.

### **Form of tuition**

Seminar.

### **Type of assessment**

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

### **Course reading**

Will be made available during the course

### **Entry requirements**

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

### **Target group**

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

### **Remarks**

This module is taught at the UvA by prof.dr. V.V. Stissi (UvA subject code 140412066Y). Module registration at the UvA is required.

## City Life in the Roman Empire

<b>Course code</b>	L_AAMAOHS001 ()
<b>Period</b>	Period 4

<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. E.A. Hemelrijk
<b>Teaching staff</b>	prof. dr. E.A. Hemelrijk
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course content

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.

### Form of tuition

Seminar

### Type of assessment

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

### Course reading

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

### Entry requirements

BA History, Classics, Mediterranean Archaeology

### Target group

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

### Remarks

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

## Classical Storytelling: from Theory to Text

<b>Course code</b>	L_AAMAOHS018 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Teaching staff</b>	dr. mr. R.J. Allan, dr. L.W. van Gils

<b>Teaching method(s)</b>	Lecture, Seminar
<b>Level</b>	400

### Course objective

One of the central text-types of both ancient and modern literature (and society at large) is the story. We constantly tell others what has happened to us or in the world and through these stories try to get a grip on those events. Authors have esthetically developed the narrative to present fictional or factual events and their view on the world. In this course you will 1) be introduced to the most important theoretical concepts that have been devised by narratologists and linguists for analysing narrative texts, and 2) learn how to use them in practice when reading and interpreting narrative texts. At the end of this course you will be fully equipped to do close-readings of a broad range of ancient narrative texts.

### Course content

The course consists of lectures and seminars. In the lectures key concepts of narrative theory will be introduced, 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. In the seminars we use these concepts while reading passages from Greek and Latin literature (epic, drama, and especially historiography) and interpretations of those texts. We discuss how these concepts can help us to correct, expand or refine existent interpretations and suggest new ones.

### Form of tuition

Weekly lectures and seminars.

### Type of assessment

A poster-presentation (i.e. an oral presentation on the basis of a written summary of your argument on a poster). Written exam.

### Course reading

1. I.J.F. de Jong, *Narratology and Classics. A Practical Guide*, Oxford, OUP 2014; costs ca. € 25,--.
2. Syllabus with the primary texts (via blackboard); costs € 3,--.

### Entry requirements

BA GLTC, LTC, or Ancient Civilizations (with Greek or Latin).

### Remarks

(Selected) students of this module get a chance to present their poster at the international conference 'Textual Strategies in Greek and Latin War narrative', which will be held in Amsterdam (23-25 october).

This module is coordinated at the UvA by prof.dr. I.J.F. de Jong (UvA) (UvA subject code 172411406Y). Module registration at the UvA is required.

## Confrontation between Greek and Mesopotamian Civilizations

<b>Course code</b>	L_GOMAALG001 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

The student is trained in research skills (phrasing of a research topic, heuristics, reporting) and is capable to use literary and documentary sources.

### **Course content**

Since the establishment of great empires in the Near East of the first millennium BC (the Neo-Assyrian, Neo-Babylonian, Persian, and Hellenistic empires [Alexander the Great, the Seleucids and Parthians]) 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. As regards Babylonia a lot of new material has been published recently: <http://www.livius.org> > Babylonian Chronicles.

### **Form of tuition**

Research seminar. It is a combination of lectures and independent research by the students. In a series of lectures theory on integration processes will be presented in an anthropological perspective. Relevant sources in Greek and Akkadian will be read and studied (esp. with research master students in the original languages). In consultation with the students research topics will be formulated about which the students will write a paper.

### **Type of assessment**

Weekly assignments; paper.

### **Course reading**

To be announced.

### **Entry requirements**

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

(research) Master's programme in Classics and Ancient Civilizations or History .

Students with knowledge of Greek and/or Akkadian can follow extra classes in reading Greek and Akkadian texts in the original languages.

### **Target group**

Students MA and RMA History; Classics and Ancient Civilizations.

## **Connecting the Ancient Mediterranean: Networks, Globalization and Heritage**

<b>Course code</b>	L_AAMAARC004 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. J.P. Crielaard
<b>Examinator</b>	prof. dr. J.P. Crielaard
<b>Teaching staff</b>	prof. dr. J.P. Crielaard
<b>Teaching method(s)</b>	Seminar, Lecture
<b>Level</b>	400

### Course objective

Students who will have successfully completed this course will

- 1.) have acquired an in-depth knowledge of recent ideas about Mediterranean interconnectivity and of key analytical tools and theoretical concepts that are used to study Mediterranean interconnectivity;
- 2.) have developed the ability to implement these tools, theories and concepts to case studies related to the second and first millennia BC;
- 3.) have developed a clear insight into the long-term history of Mediterranean interconnectivity during the second and first millennia BC;
- 4.) be able to relate these insights to the wider debates about globalization, interculturality and heritage issues.

### Course content

The course starts with an introductory lecture that reflects on the historical and cultural definition of the Mediterranean and provides an outline of the historiography of Mediterranean studies, with a focus on developments over the last 20 years. In each of the following seven sessions, we will discuss a set of theoretical concepts on the basis of key literature and a number of case studies. The theoretical issues and case studies are arranged in such a way that they together give a diachronic overview of important phases of interconnectedness (and disconnectedness) in the second- and first-millennium BC Mediterranean. Each week has two sessions. During the first, one of the tutors introduces the topic by discussing relevant theoretical concepts, illustrated with the help of particular archaeological cases. At home you prepare an assignment on the basis of two or three articles or book chapters. This has to result in a short essay of about three pages (max. 1500 words) which you submit at the beginning of the week's second session. During this session we go through the literature that you read in detail and discuss the outcomes of your essay. During the course's last week you will write an essay in which you present your views on long-term developments in Mediterranean interconnectivity, ca. 2000 BC – AD 2000 (max. 3000 words). This final essay takes the form of a review of two recent articles or chapters of a recent book on Mediterranean connectivity; in your essay you go back to what you have read and learned during the course.

### Form of tuition

The course starts with an introductory lecture that reflects on the historical and cultural definition of the Mediterranean and provides an outline of the historiography of Mediterranean studies. In each of the following seven sessions, we will discuss a set of theoretical concepts

on the basis of key literature and a number of case studies. The theoretical issues and case studies are arranged in such a way that they together will give you a diachronic overview of important phases of interconnectedness (and disconnectedness) in the second- and first-millennium BC Mediterranean.

Each week has two sessions. During the first session, one of the tutors introduces the topic by discussing relevant theoretical concepts, illustrated with the help of particular archaeological cases. At home you prepare an assignment on the basis of two or three articles or book chapters. This has to result in a short essay of about three pages (max. 1500 words) which you submit at the beginning of the week's second session. During the week's second session we go through the literature that you have read in detail and discuss the outcomes of your essay. During the course's last week you will write a final essay in which you present your views on long-term developments in Mediterranean interconnectivity. This final essay takes the form of a review of two recent articles or chapters of a recent book on Mediterranean connectivity; in your essay you go back to what you have read and learned during the course. In addition, the bibliography made available during the course and additional literature can be used.

### **Type of assessment**

- The weekly written reports aim to assess course objectives 1 and 2. The papers will be judged on the degree they reflect the Monday class and the assigned literature, on their quality/originality and on language and grammar. (30%)
- Group discussion of the written report and participation in the general discussions aim to assess course objectives 1 and 2. The participation will be judged on the degree in which they indicate understanding of the issues at hand (30%)
- The final essay assesses course objectives 3 and 4. It will be judged on the degree to which they show an understanding of the Mediterranean interconnectivity, on the degree to which a coherent argument is formulated and on presentation and grammar (40%).

### **Course reading**

Will be made available during the course.

### **Entry requirements**

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

### **Target group**

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

### **Remarks**

Attendance is obligatory. This module is taught at the UvA by dr. G.J.M. van Wijngaarden (UvA) and dr. J.P. Crielaars (VU) (UvA subject code 140412146Y). Module registration at the UvA is required.

## **Core Course Editing and Commenting Technique**

<b>Course code</b>	L_XAMPOHS001 ()
<b>Credits</b>	12.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	prof. dr. G.J. Boter
<b>Teaching staff</b>	prof. dr. G.J. Boter
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

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 him-, herself

### **Course content**

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/her acquired knowledge into practice by writing a piece of commentary him-,herself, choosing one of the discussed types.

### **Type of assessment**

Exam; oral and written presentation on a subject in the field of editing and/or commenting classical texts, to be established in cooperation with the teachers.

### **Course reading**

To be announced

### **Entry requirements**

Bachelor of Classics

### **Target group**

Research master students of Classics

### **Remarks**

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

Only linguistic students admitted to the research MA Classics and Ancient Civilizations can take this course.

This course alternates on a yearly basis with the other core-module 'Text and Matter'. The course will not be taught in 2014-15.

## Core Course Ethnic Identities in Antiquity

<b>Course code</b>	L_AAMPOHS007 ()
<b>Credits</b>	12.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. R.J. van der Spek
<b>Teaching staff</b>	prof. dr. J.P. Crielaard, dr. A.M.J. Derks, dr. mr. R.J. Allan, prof. dr. R.J. van der Spek, prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Excursion, Seminar
<b>Level</b>	500

### Course objective

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

### Course content

Key topics include ethnicity and power, multi-ethnicity, ethnicity and language, ethnicity and text, origin myths, ethnicity and material culture. De topics are taken from the entire ancient Mediterranean and adjacent regions: lectures on the anthropological theory concerning ethnic identity, the 'barbarian' discourse in Greek literature, ethnogenesis of Batavians, segregation and integration of Greeks and Babylonians in Babylon, Celts as linguistic, archaeological and historical identity, and other topics.

### Form of tuition

Lectures by different staff members in period 1; oral presentatiosn and discussions in period 2.

### Type of assessment

Oral presentations and papers.

### Course reading

Ton Derks/Nico Roymans 2009: Ethnic identity and Antiquity. The role of power and tradition, Amsterdam (AUP).

### Entry requirements

Bachelor degree in Archaeology, Classics or Ancient History

### Target group

Research Master students Classics & Ancient Civilizations specializing in archaeological-historical approach.

### Remarks

Attendance obligatory.

This course alternates on a yearly basis with the other core-module 'Text and Matter'. The course will not be taught in 2014-15

## Core Course II: The Archaeology of Social Space: Household Archaeology

<b>Course code</b>	L_AAMAARC008 ()
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<b>Period</b>	Period 4+5
<b>Credits</b>	12.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. J.R. Hilditch
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans, dr. P.S. Lulof
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	500

### **Course objective**

This course aims to offer students insights in the backgrounds and possibilities of the archaeology of social space on a theoretical and a practical level, combining both general reflection and more practical case studies in order to 1) gain a better understanding of the role of spatial relationships in human societies; 2) acquire insight in the significance of spatial patterning within the archaeological record; 3) acquire insight in the main theoretical strands addressing space in human societies, and 4) familiarize students with current approaches to social space in archaeology, and the ways spatial patterns and relationships are used in interpreting archaeological data.

### **Course content**

Modern archaeology often focuses on spatial relations among people in different scales: domestic space, settlement lay-out, town- countryside relations, cemetery lay-out, landscape archaeology. In this course, the different levels of space as revealed by archaeological means, and the information they can offer, will be addressed, and the different ways in which spatial relationships in societies are visible in the archaeological record and can be used for understanding past societies will be explored. The course is taught bi-annually and every time a specific theme is adopted as a perspective on the overall theme, starting from general theoretical reflection.

### **Form of tuition**

Lectures, guest-lectures, class room discussions.

The module is planned as a seminar, starting by building up a general background (with reading assignments and group discussion) in which some important methodical and theoretical approaches and practices are introduced and evaluated. This is followed by a series of case studies taken from current research projects of the teachers and guest speakers (lectures, literature study and group discussion). During the last weeks students will have to present cases of their own, either taken from literature or based on primary material. In the written final assignment, each student will have to evaluate his or her own case in the light of the other case studies presented by both fellow students and (guest) teachers, but also taking account the more general issues and approaches presented by the teachers in the first two parts of the module.

### **Type of assessment**

Participation in class discussions, also based on reading and reports; short papers; presentations; final essay.

### **Course reading**

Will be made available during the course.

### Entry requirements

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

### Target group

Students admitted to the research master's programme Archaeology

### Remarks

This module is taught by prof.dr. V.V. Stissi (UvA subject code 141412092Y). Module registration at the UvA is required.

## Core Course Text and Matter: Popular versus Elite Culture

<b>Course code</b>	L_AAMPOHS009 ()
<b>Period</b>	Semester 1
<b>Credits</b>	12.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. E.M. van Opstall
<b>Examinator</b>	dr. E.M. van Opstall
<b>Teaching staff</b>	dr. E.M. van Opstall
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	500

### Course objective

The general aim of this course is to let students experience the possibilities and limitations of interdisciplinary approaches to the past. The main academic fields concerned are: archaeology, ancient history and classics. Students of classics will learn to use historical and archaeological sources to contextualize the literary texts and thereby enrich their interpretations. Students of archaeology and ancient history will get acquainted with the importance of narrative techniques, discourse genre and intertextuality in the interpretation of texts. On the whole, students (a) acquire better insights in the formation of different sources and the information they can provide about the past; (b) gain a better understanding of the interdependencies among material, historical and literary sources; (c) acquire skills to do interdisciplinary research; (d) will gain a better understanding of the research culture in their own discipline and the way it relates to neighbouring disciplines dealing with the past; (e) acquire insights into the specific possibilities and limitations of the use of various sources through a series of case studies related to the theme 'popular versus elite culture'; (f) learn to present their findings in an academic colloquium that is organised by themselves.

### Course content

Traditionally, the ancient and medieval worlds have been studied by a separate disciplines. Whether in classics, archaeology or history, scholars struggle with incomplete sources. In order to arrive at a more complete picture of the past, scholars from all fields increasingly combine various disciplines. This undertaking is, however, not without difficulties. This course sets out to investigate the multifarious relationship between material and literary sources and subsequently

dwells on what this might learn us about a particular historical situation. The course on the relationship between text and matter is taught bi-annually on the basis of an overarching theme that is elaborated in a set of case studies. In 2014 the general theme will be 'popular versus elite culture'. After a general introduction six case studies set out to complicate this all too simple dichotomy. In the second part of the course, students will conduct research on a topic on their own.

### Form of tuition

The first block consists of lectures by the three members of the teaching staff; the second block consists of three lectures by guest speakers that are alternated with meetings. In these meetings, the progress of the final papers is discussed in small groups in which students from different disciplines intermingle (max. 10 students, supervised by one of the three members of the teaching staff). The subjects of the papers are free but should be related to the theme popular-elite culture and have to focus on one of the possible ways in which literary sources and material culture interact. Once a week, one lecture of 3 hrs.

### Type of assessment

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 (30% block 1)  
 Paper (50% block 2)  
 Presentation at colloquium (20% block 3)

### Course reading

Various articles, which will be made available on the blackboard.

### Entry requirements

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

### Target group

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

### Remarks

This module is taught by dr. L.A. Dirven, dr. G.J.M. van Wijngaarden (UvA) and dr. E.M. van Opstall (VU) (UvA subject code 141412112Y).  
 Module registration at the UvA is required.

## Early Christian Literature

<b>Course code</b>	L_AAMAOHS027 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

- Students are able to read, understand and analyze early Christian literature as well as scholarly discussions related to this material.
- Students can apply what they have learned to a different case study than the ones discussed in class.
- Students have developed their academic skills, more specifically their ability to follow and analyze scientific discussions and to formulate their own position therein.
- Students have also trained their presentation skills.

### Course content

This course will be devoted to Early Christian literature from the first and second century CE. Both canonical and extracanonical texts, such as the Acts of Paul and Thecla, the Didache, and the Apocalypse of Peter, will be studied. Apart from an analysis of the source texts, more methodological issues will be discussed as well, including definitions of orthodoxy and heresy, questions related to the boundaries of the canon and the authority of these documents as well as motives for their inclusion or exclusion from the biblical canon.

### Form of tuition

Seminar (1 x 3 hrs per week), with introductions, presentations and discussion of source texts as well as secondary literature.

### Type of assessment

Participation, presentations and final paper about a case study.

### Course reading

- Bart Ehrman, *The New Testament and Other Early Christian Writings: A Reader* (Oxford: Oxford University Press, 1998 or later)
- Secondary literature will be made available; costs ca. € 40,--.

### Entry requirements

Academic BA

### Remarks

This module is taught at the UvA by dr. C.H.C.M. Vander Stichele (UvA) (UvA subject code 153412066Y). Module registration at the UvA is required.

## From Christ to Constantine. The Rise of Christianity in Historical and Cultural Perspective I

<b>Course code</b>	L_AAMAOHS023 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	L. Dirven
<b>Examinator</b>	L. Dirven
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

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

### Course content

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

### Form of tuition

Seminar.

### Type of assessment

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

### Course reading

Clark, G. 2004. Christianity and Roman Society (Key Themes in Ancient History, Cambridge) .

Various articles that can be found on Blackboard.

### Remarks

This module is taught at the UvA by mw.dr. L.A. Dirven (UvA subject code 143410226Y). Module registration at the UvA is required.

## From Christ to Constantine. The Rise of Christianity in Historical and Cultural Perspective II

<b>Course code</b>	L_AAMAOHS024 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	L. Dirven
<b>Examinator</b>	L. Dirven
<b>Teaching staff</b>	prof. dr. R.B. ter Haar Romeny
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

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

### Course content

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

### Form of tuition

Seminar.

### Type of assessment

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

### Course reading

Clark, G. 2004: Christianity and Roman Society (Key Themes in Ancient History, Cambridge) .

Various articles that can be found on Blackboard.

### Remarks

This module is taught at the UvA by mw.dr. L.A. Dirven (UvA subject code 143410236Y). Module registration at the UvA is required.

## Great Debates in Ancient Historical Studies I

<b>Course code</b>	L_OAMAOHS001 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Teaching staff</b>	dr. J.J. Flinterman, dr. A. Prent, dr. K. Kleber, prof. dr. R.B. ter Haar Romeny
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Thorough introduction to several important themes in the study of the ancient world. Development of theoretical and methodical approaches,

with special attention for interdisciplinary perspectives. Broad knowledge of the ancient world through careful study of primary and secondary sources regarding several important topics.

### Course content

Among the three debates which will be treated are: Orientalization from Aegean Perspective (Prent); The Hellenistic World and the Coming of Rome: 220 – 146 BC. (Flinterman). Using these debates, we will deal with methodical and theoretical questions and come to grips with the difficulties of interpreting different types of evidence. What are the developments in a specific debate? Which concepts and what kind of criteria are being used? What are the reasons for stagnation of a debate and what does it take to make progress again?

### Form of tuition

Seminar. After an introductory session, each debate will be discussed in four consecutive two-hour sessions. Students are required to actively participate through preparation of questions about the reading material, presenting and discussing the results of their work.

### Type of assessment

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

### Course reading

To be announced on Blackboard

### Entry requirements

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

### Target group

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

### Remarks

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

## Great Debates in Ancient Historical Studies II

<b>Course code</b>	L_AAMAOHS005 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. E.A. Hemelrijk
<b>Teaching staff</b>	prof. dr. E.A. Hemelrijk
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Thorough introduction to several important themes in the study of the ancient world. Development of theoretical and methodical approaches,

with special attention for interdisciplinary perspectives. Broad knowledge of the ancient world through careful study of primary and secondary sources regarding several important topics.

### **Course content**

What do Christianity and ancient mystery cults have in common? Is gender a useful category of historical analysis for the ancient world? Is there a link between Roman political culture and democracy? Each of these themes is topic of fierce debate between ancient historians. These debates will be central to this course. Using these debates, we will deal with methodical and theoretical questions, and come to grips with the difficulties of interpreting different types of source material.

What are the developments in a specific debate? Which definitions and what sort of criteria are used? What are the reasons for stagnation of a debate and what does it take to make progress again?

### **Form of tuition**

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

### **Type of assessment**

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

### **Course reading**

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

### **Entry requirements**

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

### **Target group**

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

### **Remarks**

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

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

## **Greek Elite Culture in the Roman Empire**

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

### Course objective

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

### Course content

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

### Form of tuition

Seminar, 4 hours a week

### Type of assessment

Weekly assignments, viva voce.

### Course reading

To be announced

### Entry requirements

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

### Target group

Students MA Classics and Ancient Civilizations and MA History

## Greek Linguistics: Ancient Greek Dialects

<b>Course code</b>	L_XGMAOHS001 ()
<b>Period</b>	Period 2

<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. mr. R.J. Allan
<b>Examinator</b>	dr. mr. R.J. Allan
<b>Teaching staff</b>	dr. mr. R.J. Allan
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The student will acquire an understanding of the origins and the distinctive features of the Ancient Greek dialects and will be able to read literary texts in various dialects.

### Course content

Ancient Greek is not a single monolithic language but a set of related dialects such as Attic, Ionic, Doric, Aeolic, Mycenaean etc. This course will provide an overview of the main features of the Greek dialects and will get you acquainted with reading dialectal texts. After an introduction to the historical grammar of Greek, the development of the dialects and various writing systems (Mycenaean syllabary and alphabets), a number of literary texts and inscriptions will be read which are illustrative of the Greek dialects. Texts that will be studied include Mycenaean, Homer, Sappho, Pindar, and Theocritus.

### Form of tuition

Seminar (2 x 2 hours per week)

### Type of assessment

Presentation of research assignment and final written exam.

### Course reading

Syllabus and reader.

### Entry requirements

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

### Target group

Master students Classics and Ancient Civilization.

## Greek Literature: Epictetus and Christian Adaptations of the Encheiridion

<b>Course code</b>	L_XAMAOHS004 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	prof. dr. G.J. Boter
<b>Teaching staff</b>	dr. N.M. Vos, prof. dr. G.J. Boter
<b>Teaching method(s)</b>	Seminar

**Course objective**

Getting acquainted with Epictetus' Stoic philosophy, with the way in which he deals with his predecessors and with the way in which later generations dealt with his writings

**Course content**

Epictetus (ca. 50 – ca. 125 A.D.) is one of the three main representatives of the so-called New Stoa. He had a school of Stoic philosophy in Nicopolis (Northwest Greece). He did not compose any works himself. Among his pupils was Arrian, who took notes of his lectures, four books of which have come down to us. The best-known work of Epictetus, however, is the *Encheiridion* (Handbook or Manual) in which Arrian gives a brief overview of Epictetus' philosophy.

In the extant lectures Epictetus is mainly concerned with ethics. His message is expressed succinctly in chapter 8 of the *Encheiridion*: "Do not seek to have events happen as you wish, but wish them to happen as they do happen, and all will be well with you." Time and again Epictetus states that it is deeds, not words that count. The theory of Stoic philosophy is not an end in itself but it should be the guide for everyday life.

In many places Epictetus quotes or refers to works of others, both philosophers and non-philosophers. Among the latter, Homer takes up a prominent position. Epictetus uses passages from the poets both in a positive and in a negative sense. Often, he gives a specific twist to a quotation, adapting it to his own argument.

The influence of Epictetus in later times almost exclusively depends on the *Encheiridion*. This work has been the subject of a bulky commentary by the sixth-century Neoplatonist philosopher Simplicius. The work also strongly appealed to the Christians, as appears from the fact that no less than three Christian adaptations of the *Encheiridion* have come down to us. One of these adaptations, in its turn, has been the subject of a commentary by an anonymous author. Later reception of Epictetus includes Matteo Ricci's *Book of Twenty-Five Sayings* composed in Chinese (early 17th century) and the works of Teilhard de Chardin (First World War). The Rational Emotive Therapy by Albert Ellis is ultimately based on Epictetus.

In this course you will get an introduction to Stoic philosophy. A number of texts of Epictetus, both from the lectures and the *Encheiridion*, will be studied in detail. Special attention will be paid to Epictetus' method of handling quotations. The study of the reception of Epictetus will be started with the lecture of the first two books of the *Meditations* by the emperor Marcus Aurelius. Next comes Simplicius' commentary. Then, the attention will shift to the Christian world. After an introduction on the monastic life, which was the context in which the adaptations originated, the three adaptations themselves will be studied, as well as the commentary on one of these. To end, we will deal with some chapters in the history of the later reception of Epictetus, ending with Tom Wolfe's magnificent novel *A Man in Full* (1998).

**Form of tuition**

Seminar

**Type of assessment**

Oral presentation; written exam

**Course reading**

to be announced

**Entry requirements**

BA Classics or Ancient Studies with Greek

**Target group**

Master students of Classics

**Remarks**

Attending the courses is obligatory

## Greek Literature: Heracles in Greek Lyric Poetry and Drama

<b>Course code</b>	L_AAMAOHS028 ()
<b>Period</b>	Period 5
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

The primary aim of this course is to broaden and deepen your knowledge of one of the central genres of Greek literature: drama. You will also learn how to compare different versions of the same myth, using narratology as an (intertextual) tool.

**Course content**

In this course you will read a series of texts which all deal with the tragic story of Heracles and Deianira, his wife who wishing to revive his love for her actually poisons him. Our central text is Sophocles *Trachiniae*, but we will compare the versions of this story in Pindar, Bacchylides, vases, and Ovid. Central research questions will be the influence of the genre (epic, lyric, drama) or the medium (oral, written, visual) on the form and function of the story.

**Form of tuition**

Weekly seminars

**Type of assessment**

An oral presentation and written exam.

**Course reading**

1. P.E. Easterling, *Sophocles Trachiniae*, Cambridge 1982
2. Syllabus with other primary texts (via blackboard)
3. Costs ca. € 30,--.

**Entry requirements**

BA GLTC or Ancient Civilizations (with Greek).

**Recommended background knowledge**

Recommended: MA course Classical storytelling: from theory to text (UvA code 172411406Y /VU code L\_AAMAOHS018)

**Remarks**

This module is taught at the UvA by prof.dr. I.J.F. de Jong (UvA) (UvA subject code 172411416Y). Module registration at the UvA is required.

**Historical Landscape and Archaeological Heritage**

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

**Course objective**

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

**Course content**

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

**Form of tuition**

lectures

**Type of assessment**

written exam

**Course reading**

will be communicated later

**Entry requirements**

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

### Target group

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

### Remarks

Attending the lectures mandatory

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

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

### Course objective

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

### Course content

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

### Form of tuition

Students prepare topics by means of close reading of academic texts and present their viewpoints during weekly plenary discussion sessions and in a short written report (ca. 3 pages). This series of papers provides the basis for writing a final essay in which general conclusions are

drawn regarding the interdisciplinary study of the society that produced the Homeric epics.

### **Type of assessment**

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

### **Course reading**

Will be made available during the course.

### **Entry requirements**

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

### **Target group**

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

### **Remarks**

Attendance is obligatory.

## **Imagining the Divine in Context**

<b>Course code</b>	L_AAMAOHS003 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	dr. N.M. Vos
<b>Teaching method(s)</b>	Seminar, Lecture
<b>Level</b>	400

### **Course objective**

Acquaintance with ancient conceptions of the divine in various contexts; close reading of key primary texts.

### **Course content**

'Imagining the Divine in Context' focuses on the intellectual history of Greco-Roman literature and philosophy as well as the Jewish and Christian traditions in antiquity. It comprises an interdisciplinary trajectory in which sessions are taught by specialists in philosophy, theology/religious studies and classics. In the course, which also functions as an introduction to the specialisation Ancient Thought ("From Plato to Augustine"), various conceptions of the divine are analysed. Students will become acquainted with the different ways in which Greek philosophers and tragedians as well as Jewish and Christian thinkers mapped out their concepts of G/god, the gods, and the divine realm. In this context, the connections between images of the divine and images of the cosmos, the human condition, ethical and cultic practice will be traced. While the different traditions will be treated in their own right, students are also invited to envisage the relations between Greco-Roman culture, Judaism and Christianity in (late) antiquity. In

many ways, these traditions influenced one another, resulting in rich amalgams of thought and practice. Thus, the dynamics of reception and processes of mutual influence figure prominently both in the introductory course and in the specialisation as such.

#### **Form of tuition**

Lectures and seminar (2 x 2 hours per week); lectures will be given by scholars from various disciplines within the Amsterdam Center for Ancient Studies and Archaeology.

#### **Type of assessment**

Oral presentation (25%), review (25%) and paper (50%).

#### **Course reading**

To be announced on blackboard. Costs € 40,-.

#### **Entry requirements**

Admitted to the MA-programmes in Classics, Ancient Studies, Ancient History, Religious Studies and Theology.

#### **Target group**

The course is intended for students in the Master's programme in Classics and Ancient Civilizations

#### **Remarks**

This module is taught at the UvA by prof.dr. J.W. van Henten (UvA) and dr. N.M. Vos (VU) (UvA subject code 153416176Y). Module registration at the UvA is required.

## Intertextuality and Reception of Greek and Latin Literature

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

#### **Course objective**

Detailed insight in the function of the classics in the cultural history of the later 18th, the 19th and the early 20th century; general knowledge of theories of intertextuality and reception; insight into the main forms of reception and intertextuality in and of Virgil, especially from classical antiquity to the 17th century.

#### **Course content**

General lectures: The lectures study the changes in concepts of classicism and the classics in western culture from the later 18th Century onwards. This period saw the emergence of romanticism, aesthetics and historicism, all forceful intellectual and cultural impulses that heavily leaned on interpretations of the classics and gave rise to innovations of both the study and the reception of the classics

that are still influential today. The lectures aim to show how the discipline we know today as classics came into being in the 19th Century, what role specific forms of reception played in this process, and how concepts of classicism and renaissance affected culture in general.

Seminars: Seminars introduce reception and intertextuality in and of Virgil's Aeneid especially in Late Antiquity, Middle Ages and Renaissance, using as a textbook Philip Hardie's recent study of this subject. After three introductory lectures students will prepare and present presentations following themes set out by Hardie.

### **Form of tuition**

The course consists of 8 weeks of two sessions a week, one a general lecture on the subject of concepts of classicism, especially in the 19th Century, the other a seminar on the subject of intertextuality and reception in and of Virgil's Aeneid.

### **Type of assessment**

Written exam (60%) and presentation with hand-out during the seminar (40%)

### **Course reading**

Seminar:

\* Syllabus

Work-group:

\* E. Auerbach, *Mimesis; The Representation of Reality in Western Literature*, transl. W. Trask, Princeton 1983, chapter 8

\* Hardie, Philip, *The Last Trojan Hero: A Cultural History of Virgil's Aeneid*, London: Tauris 2014 (TEXTBOOK)

\* Hinds, Stephen 1998, *Allusion and Intertext. Dynamics of Appropriation in Roman Poetry*, Cambridge

\* Martindale, Ch. 'Introduction: Thinking Through Reception', in: Martindale, Ch. & Richard F. Thomas (eds.) 2006, *Classics and the Uses of Reception*, Malden: pp 1-13

\* Martindale, Ch. 'Reception', in: Kallendorf, C. ed. *A Companion to the Classical Tradition*, Malden: Blackwell Wiley, 2010: pp 297-311

\* Matthews, Roy T. & F. DeWitt Platt & Thomas F.X. Noble 2011, *The Western Humanities*, New York

\* Rijser, D. (2011) 'Verlegen Vergilius: een antiek auteur en zijn biografische traditie', in: A. van Heerikhuizen, I. de Jong & M. van Montfrans (Eds.), *Tweede levens: over personen en personages in de geschiedschrijving en de literatuur* (pp. 34-51). Amsterdam: Vossiuspers UvA

### **Entry requirements**

BA in Classics, or compatible expertise.

### **Target group**

Master students Classics and Ancient Civilizations

### **Remarks**

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

## **Late Iron Age Societies in North Western Europe**

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

### **Course objective**

Upon successful completion of this course, you will:

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

### **Course content**

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

### **Form of tuition**

Lectures, guest-lectures, class room discussions

### **Type of assessment**

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

### **Course reading**

Will be made available during the course.

### **Entry requirements**

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

### **Target group**

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

## Latin Linguistics: Negation in Narratives

<b>Course code</b>	L_XLMAOHS003 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. L.W. van Gils
<b>Examinator</b>	dr. L.W. van Gils
<b>Teaching staff</b>	dr. L.W. van Gils
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The goal of this course is to provide the students with linguistic and narrative tools which reveal implicit information. These tools can be found in recent linguistic (semantic and pragmatic) models about negation, and narratological publications about 'possible worlds' within literary texts. Moreover, students improve their knowledge of Latin prose by studying texts of Tacitus and Livy in the first half of the course, and a third author, chosen by the student, may be added for the second half.

Students are trained in high level text analysis skills, by combining narrative, rhetorical and linguistic tools. The 'argumentative' subject of negation combined with narrative texts poses the student for methodological challenges. These will lead to new insights with regard to narratological, rhetorical and linguistic models and their use. The students are trained in advanced academic presentation and critical debate.

### Course content

Narrative texts create a literary world governed by rules often similar to the world experienced by the listener. In fact, the listener ('narratee' to use the correct form) co-creates the literary world by unconsciously filling in temporary, spatial and other types of information. Sometimes, the narrator explicitly negates such a presupposed part of the literary world. This course is centered around such instances: what exactly is negated and what does it tell us about the underlying presupposition. Would an affirmative sentence of the opposite have the same effect? And what might be the rhetorical goal behind the use of negations in narrative? Or does narrative transform into argumentation when we find a negation? Definitions of narrative and description seem to exclude the possibility of negated content. This course will sharpen your analytical skills and highen your understanding of definitions of genre and especially narrative. In short, the rhetorical side of narratives is highlighted with this seminar.

### Form of tuition

Seminar (four weeks 2x2 hours per week, one day poster presentations with feedback)

### Type of assessment

Poster presentation with extended handout or paper.

### Course reading

Devine, A.M. & L.D. Stephens. 2013: *Semantics for Latin*. An introduction, Oxford.

Gils, Lidewij W. (forthc.), *Common ground in Latin Discourse: two case studies of narrative negation in Cicero and Vergil*.

Hidalgo-Downing, Laura. 2000. *Negation, text worlds, and discourse: the pragmatics of fiction*. Stamford.

Horn, Laurence R. 2001. *A natural history of negation*, Stanford.

Israel, Michael. 2004. *The Pragmatics of Polarity*. In: *The Handbook of Pragmatics*, ed. H. Ward, 701-23.

Orlandini, Anna. 1994. *Grammaire fondamentale du latin*, eds G. Serbat, S. Mellet, M.D. Joffre, M. Lavency, C. Kircher-Durand, A. Orlandini & C. Bodelot, Louvain.

Ryan, Marie-Laure. 1991. *Possible worlds, artificial intelligence, and narrative theory*. Bloomington.

### Target group

Master students Classics and Ancient Civilizations

## Latin Literature: Epic in the Flavian Age: Valerius Flaccus' *Argonautica*

<b>Course code</b>	L_AAMAOHS010 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. M.A.J. Heerink
<b>Examinator</b>	dr. M.A.J. Heerink
<b>Teaching staff</b>	dr. M.A.J. Heerink
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Intertextuality is one of the defining characteristics of Latin poetry. The aim of this class is to learn to appreciate the working of intertextuality in a text: what are we as readers supposed to do with the intertextual clues of the text.

### Course content

Roman epic flourished during the reign of the Flavian emperors (69-96 AD), witness the fact that four epics have come down to us: Valerius Flaccus' *Argonautica*, Statius' *Achilleis* and *Thebais*, and Silius Italicus' *Punica*. Whereas these epic poets were often neglected and seen as mere epigones of Virgil, their poems are currently enjoying an exciting revival. More and more, it is becoming clear that Flavian epic had its own voice and agenda. This seminar will focus on the first of these epics (which was probably written during Vespasian's reign) to see what challenges Valerius Flaccus faced as he tried to find his own place in the long epic tradition. How did he deal with his predecessors? With Apollonius of Rhodes' Hellenistic epic on the same topic, with Virgil's classic *Aeneid*, and with that epic's iconoclastic successors: Ovid's *Metamorphoses* and Lucan's *Bellum Civile*? And how did the other Flavian epics react to Valerius' attempts? Other topics to be dealt with in this seminar include Valerius' peculiar epic style, the enigmatic

incompleteness and ending of the poem, its reception in later times, and the way the epic reflects the cultural and political context of Flavian Rome.

### Form of tuition

Lectures and seminars

### Type of assessment

The final score for the course is based on (1) participation in classroom discussion (20%), (2) individual presentation and final written paper (50%), (3) oral examination of individual reading list (30%).

### Entry requirements

BA Classics or compatible expertise (with Latin)

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

### Target group

Master students Classics and Ancient Civilization

### Remarks

This module is taught at the UvA by dr. M. Heerink (UvA subject code 172411346Y).

## Latin Literature: Horace and the Art of Poetry

<b>Course code</b>	L_AAMAOHS029 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Examinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

The aim of the course is to produce insight in ancient literary criticism in general and Horace's *Ars Poetica* in particular from a dual perspective: synchronical and diachronical. Acquiring expertise in reading the text and relevant subtexts is a key activity, both individually and in class. Students are to write and present papers based on individual research. Eventually they will be able to place the AP in its cultural and literary context, comment on its structure and content, as well as explain why and how its influence has been so enormous, and what this influence amounts to. Finally candidates should be able to confront the issues raised by Horace with modern artistic practice.

### Course content

Besides reading the Latin texts of the AP and Ep. 2.1, relevant passages in Horace and other authors will be read in translation. Structure and dating of the AP will be treated. Poetical theory in general (Homer, Plato, Aristotle, Hellenistic poets) will be confronted with the AP, and

the extent to which generic topoi influence its nature. We will look at contemporary poetological discourse in Longinus and Dionysius of Halicarnassus, but also at literary letters. The addressees will receive our attention, and possible inferences from their identification for the interpretation of the text. Also, cultural practice in literature, architecture and visual art will be compared to the tenets of the AP. The sociology of art, the function of the arts in the Augustan 'programme' will be studied. Especially the themes of poetic unity, decorum and imitatio will be closely analysed. All these themes will enable us to answer the question to what extent the AP is 'original' and how it functions in contemporary artistic discourse. Diachronically speaking, this text has been the foundation of classicism. We will follow its reception from late Antiquity (Acron, Porphyrio), via the High Renaissance (Landino, Inghirami, Vida) to classicism (Jonson, Boileau, Vossius) and Romanticism (Shelley). Finally we will confront the AP with recent discussion on the arts.

### Form of tuition

2 hours lectures, 2 hours seminar per week

### Entry requirements

Servicable Latin, historical knowledge of the Augustan Age

### Remarks

This module is taught at the UvA by dr. D. Rijser (UvA) (UvA subject code 172411376Y). Module registration at the UvA is required.

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

<b>Course code</b>	WM_ACASA01 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Wys)
<b>Coordinator</b>	dr. M. Martijn
<b>Examinator</b>	dr. M. Martijn
<b>Teaching staff</b>	dr. M. Martijn
<b>Teaching method(s)</b>	Lecture
<b>Level</b>	400

### Course objective

Overview of ancient theories of beauty and truth and of the interrelation between the two.

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;
- further develop the skills of textual analysis, by learning how to reflect on and compare the theories expounded in (ancient) texts (in translation); evaluating secondary literature on those texts; formulating your own questions on and analyses of the material.

### Course content

Beauty is truth. Beauty is order. Truth is identity. Such equations are common in ancient thought, from the Presocratics down to the late ancient commentators. How are they to be understood? We will trace the development of the notions of beauty and truth and study their entrenchment in ideas concerning the nature of reality and knowledge.

### Form of tuition

A combination of lecture and discussion, on the basis of close reading of primary texts.

### Type of assessment

Biweekly written assignments (20%), a presentation (10%) and a final paper ca. 3500 words on a relevant topic of your choice (70%).

### Course reading

A selection of passages from primary texts (mainly Plato, Aristotle, Stoa, Plotinus, Proclus) as well as papers and chapters from secondary literature, details to be announced through Blackboard.

### Entry requirements

Philosophy students can follow this course as a specialization course, after obtaining permission from the Examination board.

### Remarks

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 1A

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

### Course objective

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.

### Course content

The topics of this course change yearly so that Research Master students can participate in both years. Master Seminar 1B (L\_SAMAOHS002) is a variant to Master Seminar 1A (L\_SAMAOHS001). The two courses will be offered in alternating years.

**Form of tuition**

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.

**Type of assessment**

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

**Course reading**

Will be announced (depends on the specific topic)

**Entry requirements**

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.)

**Target group**

Master and Research Master Ancient Studies with Babylonian

**Remarks**

The course will alternate with Master Seminar Akkadian 1B (L\_SAMAOHS002). This course 1A will NOT be offered in 2014-15.

**Master Seminar Akkadian 1B**

<b>Course code</b>	L_SAMAOHS002 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. K. Kleber
<b>Examinator</b>	dr. K. Kleber
<b>Teaching staff</b>	dr. K. Kleber
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

**Course objective**

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.

**Course content**

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.

**Form of tuition**

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.

### **Type of assessment**

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

### **Course reading**

Will be announced (depends on the specific topic).

### **Entry requirements**

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.)

### **Target group**

Master and Research Master Ancient Studies with Babylonian.

### **Remarks**

The course will alternate with Master Seminar Akkadian 1A (L\_SAMAOHS001). This course 1B will be offered in 2014-15.

## **Master Seminar Akkadian 2A**

<b>Course code</b>	L_OAMAOHS002 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. R. de Boer
<b>Examinator</b>	dr. R. de Boer
<b>Teaching staff</b>	dr. R. de Boer
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

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.

### **Course content**

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.

### **Form of tuition**

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.

### **Type of assessment**

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

### Course reading

Will be announced (depends on the specific topic)

### Entry requirements

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.)

### Target group

Master and Research Master Ancient Studies with Babylonian

### Remarks

The course will alternate with Master Seminar Akkadian 2B (L\_OAMAOHS005). This course 2A will be offered in 2014-15.

## MA-Thesis Classics & Ancient Civilizations (research)

<b>Course code</b>	L_OAMPOHSSCR (536652)
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	30.0
<b>Language of tuition</b>	Dutch
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Level</b>	500

## Medieval and Neolatin: The Mixed Genre - The Prosimetrum from Petronius to Dante

<b>Course code</b>	L_AAMAOHS020 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

You will acquire a diachronic overview over a literary genre often described as a problematic one. You will be able to participate in scholarly debates on a body of fascinating texts in Latin from (Late) Antiquity and the Middle Ages.

### Course content

Boethius' *Consolatio Philosophiae* and Dante's *Vita Nuova*, both famous works by canonized authors, stand out by their alternation of prose and poetry. While being an uncommon format in both ancient and modern literature in the Western world, this 'mixed form' – often dubbed 'menippean' (the medieval term is 'prosimetrum') – is found with

influential writers like Petronius (1st century), Martianus Capella (5th century), and Alan of Lille (12th century). Moreover, the combination of prose and poetry within one text doesn't seem to be unusual at all, if seen from a global perspective. This course will be devoted to a few appealing and intriguing examples of the genre.

#### Form of tuition

Seminar 2 x 2 hours weekly, excursion

#### Type of assessment

Oral exam (50%) and presentation (50%).

#### Course reading

- Boethius, The Theological Tractates, The Consolation of Philosophy, ed. Stewart, Rand & Tester, Loeb Classical Library nr. 74
- Alan of Lille, Literary Works, ed. W. Wetherbee, Dumbarton Oaks medieval Library
- Costs books: ca. € 50; excursion ca. € 100 (there may be some subsidy)

#### Entry requirements

BA in Classics or Latin; or any BA in Humanities, only if the student reads Latin; in case of doubt, consult the teacher [p.s.gerbrandy@uva.nl](mailto:p.s.gerbrandy@uva.nl)

#### Remarks

This course takes place in collaboration with the University of Ghent (Belgium). In December, an excursion to Ghent will be organized. This module is taught at the UvA by dr. P.S. Gerbrandy (UvA) (UvA subject code 172411386Y). Module registration at the UvA is required.

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

<b>Course code</b>	L_BAMAARC014 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. J.G. Aarts
<b>Examinator</b>	dr. J.G. Aarts
<b>Teaching staff</b>	dr. J.G. Aarts
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

#### Course objective

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

### Course content

Money has always been regarded as having a profound impact on the societies which made use of it. This course is 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).

### Form of tuition

Lectures provided by teacher, class room discussions.

### Type of assessment

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

### Course reading

Will be made available at the beginning of the course.

### Entry requirements

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

### Target group

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

## Perspectives on Ancient Landscapes

<b>Course code</b>	L_BAMAARC009 ()
<b>Period</b>	Ac. Year (September), Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. S.J. Kluiving
<b>Examinator</b>	dr. S.J. Kluiving
<b>Teaching staff</b>	dr. S.J. Kluiving, dr. A. Prent, prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

- Understanding of theoretical concepts and approaches in current landscape research: processual, interpretative, phenomenological

concepts

- Understanding of science-based concepts of landscape research: geomorphology and soil system sciences
- Competence in applying these combined concepts and approaches to specific case studies in European and Near Eastern Archaeology

### Course content

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

- How do we look at past landscapes within an archaeological framework?
- What characterizes the different methodological -like new processual, phenomenological, hermeneutic and Annaliste- approaches in landscape archaeology?
- What are the underlying concepts? What is the contribution of natural and cultural processes to the end product 'landscape'?
- How do we apply these approaches in our own research?

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

### Form of tuition

Short lectures, interactive class room discussions and assignments, student presentations, guest-lectures, Skype-lectures.

### Type of assessment

Written assignments (30%), oral presentations (30%), and intermediate tests (40%)

### Course reading

Will be made available during the course. Extended PowerPoint presentations available on Blackboard.

### Entry requirements

Students admitted to one of the following Master's programmes can take this course: Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes). Additional reading assignments will apply to deficiencies.

### Target group

Obligatory Course for Master students Specialisation Landscape Archaeology (Landscape and Heritage), Elective Course for ACASA programs: Mediterranean Archaeology, Archaeology of Northwestern Europe, Landscape and Heritage. Also accessible to Master students Ancient History and Ancient Cultures, Geo-archaeology, and Earth Sciences.

## Potency in Ancient and Medieval thought (a selection of texts) - MA Specialization course History of Philosophy

<b>Course code</b>	W_MASP_HF012 ()
<b>Period</b>	Period 1
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Wys)
<b>Coordinator</b>	dr. O.L. Lizzini
<b>Examinator</b>	dr. O.L. Lizzini
<b>Teaching staff</b>	dr. O.L. Lizzini

<b>Teaching method(s)</b>	Lecture
<b>Level</b>	600

### Course objective

The aim of the course is twofold: the students will learn how to read philosophical texts, on the one hand and on the other, learn how to follow the historical and conceptual development of a philosophical idea.

The student:

- acquires a fundamental knowledge of the philosophical themes related to and implied by the concept of possibility and/or potentiality in the texts and the authors under consideration (Aristotle, some of the Neoplatonic thinkers in both the Greek and the Arabic traditions, Avicenna and Thomas Aquinas).
- develops a general understanding of the main conceptual issues related to the topic of possibility and/or potentiality (e.g. the notions of becoming and being, possibility and necessity, and creation and divine power).
- acquires the skills of reflecting on philosophical texts (in translation), formulating their own questions, analysing and elaborating philosophical arguments (e.g. drawing conclusions, indicating conceptual difficulties in the texts, and critically evaluating philosophical positions).

### Course content

Related to the ideas of capacity, faculty and power (virtus), potency is in Aristotle's philosophy, together with the concept of act (energeia, entelecheia), the key to explaining movement and becoming. Moreover, since "potency and actuality extend beyond the cases that involve a reference to motion" - everything except the First Principle can be explained in terms of becoming -, the concept of potency (in Greek dynamis) can be used not only to explain physical causality, but also to clarify elements pertaining to ethics and psychology and – of primary importance – to metaphysics.

During the course two main directions will be followed: on the one hand, we will examine the concept of potency by considering Aristotle's discussion of it in his *Metaphysics*, in V, 7 and 12, VII, 7, 8, 9, *Phys.* I, 7, 8 and IX (possibly also *De an.*, II, 5 and III, 4-6 will be analysed). On the other, we will follow the course of the concept of potency in its historical development, examining some of the pre-Aristotelian (the Megarians and Plato) and the post-Aristotelian developments (Plotinus, the Arabic Plotinus, Yahya ibn 'Ad, Avicenna, and finally, some texts of Thomas Aquinas).

### Form of tuition

Almost each lecture will include the careful reading of a philosophical text and a critical discussion about it.

### Type of assessment

Assignment (30 %); written exam (a paper, 70%)

The text will be read and analyzed during the classes. Attendance is therefore obligatory (at least 80% attendance is required) because it is necessary to the realization of the aim of the course.

### Course reading

The bibliography and a more detailed description will be available on Blackboard before the beginning of the course.

### Remarks

A general knowledge of the history of ancient and medieval Philosophy is an advantage but not a prerequisite.

## Research Seminar: Current Issues in Archaeology

<b>Course code</b>	L_BAMAARC007 ()
<b>Period</b>	Ac. Year (September)
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. J.G. Aarts
<b>Examinator</b>	dr. J.G. Aarts
<b>Teaching staff</b>	prof. dr. J.P. Crielaard, dr. A.M.J. Derks, dr. J. Pelgrom, dr. A. Prent, prof. dr. D.G. Yntema, prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

## Roman Archaeology and the Romanisation Paradigm

<b>Course code</b>	L_BEMAARC016 ()
<b>Period</b>	Period 2
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. A.M.J. Derks
<b>Examinator</b>	dr. A.M.J. Derks
<b>Teaching staff</b>	prof. dr. G.L.M. Burgers, dr. A.M.J. Derks
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### Course objective

Upon successful completion of this course, you will:

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

cultural change in contemporary society.

### Course content

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

### Form of tuition

Lectures, class room discussions

### Type of assessment

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

### Course reading

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

### Entry requirements

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

### Target group

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

## Seminar Research Design 1

<b>Course code</b>	L_AAMPALG001 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. H.G. Slings
<b>Examinator</b>	dr. H.G. Slings
<b>Teaching staff</b>	prof. dr. S. Legene, prof. dr. I.B. Leemans, dr. H.G. Slings, prof. dr. M.C. 't Hart
<b>Teaching method(s)</b>	Seminar

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

Being able to take a position in theoretical debates, to substantiate methodological choices and to point out innovative research possibilities in the field (part 1).

Being able to comment substantially on other people's research proposals. Being able to defend and make a case for different points of view, to lead a debate, to question and discuss different sets of values from different perspectives (part 2).

Being able to write a research proposal which meets the criteria for research proposals by NWO and to give a substantiated oral and written presentation at a high level of abstraction (part 2).

### Course content

The Research Design seminar consists of two parts which take place consecutively during the fourth term of year one and the second term of year two of the Research Master course. Students will be taught to step-by-step design a research proposal which meets the highest requirements. In the first part of the course the emphasis will be on positioning oneself in scientific debates, on the making of methodological choices and the search for future research possibilities that will lead to innovations in the research. This will be done by means of in-depth discussions of theoretical articles, other sources and research proposals.

### Form of tuition

The seminar course consists of two terms 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.

### Type of assessment

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.

### Course reading

To be announced

### Entry requirements

Admission to research master

### Target group

Students of research masters in faculty of the humanities

### Remarks

Together Research Design 1 and Research Design 2 form an obligatory part of the Research Master Programme

## Seminar Research Design 2

<b>Course code</b>	L_AAMPALG002 ()
<b>Period</b>	Period 2+3
<b>Credits</b>	6.0

<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. J.W.H.P. Verhagen
<b>Examinator</b>	dr. J.W.H.P. Verhagen
<b>Teaching staff</b>	dr. J.F. van der Meulen, prof. dr. M. Hannay, dr. J.W.H.P. Verhagen
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	500

### Course objective

Learning how to meet the NWO PhD thesis research proposal criteria by writing such a proposal and discuss those of other students.

### Course content

Students will study examples of good research proposals. Introductory lectures by specialists including PhD students will give information about writing proposals. Students will write a research proposal, present that orally and submit a written version. The whole group will read and discuss this work. The presenter will use the inputs to improve his proposal and finalise it.

### Form of tuition

Seminar

### Type of assessment

Students will be assessed on their class participation (10%), written assignments (10%), oral presentation (20%) and PhD proposal (60%). Grades 0-10, attendance obligatory.

### Course reading

Provided through Blackboard

### Entry requirements

Seminar Research Design 1

### Target group

Research master students

## Term Paper Ancient History and Ancient Studies

<b>Course code</b>	L_OAMAOHS003 ()
<b>Period</b>	Period 3
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Level</b>	400

### Course objective

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

**Course content**

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

**Form of tuition**

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

**Type of assessment**

Written paper

**Course reading**

Depending on the subject.

**Entry requirements**

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

**Remarks**

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

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

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

**Course objective**

After this course you will:

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

**Course content**

This module covers a wide expanse of time, from the development of towns in the Roman period until the early modern period. We will study the decline of urban life in the late-Roman period and see how the Roman past structured medieval developments. The topography of early medieval proto-urban settlements is discussed as well as their religious and economic functions. During the Carolingian period Dorestad was the hub

in an international network of trading settlements or early towns. The functioning of this network is assessed as well as its relevance for the growth of towns in the later middle ages. Special attention is paid to the large-scale urban expansion which took place in the later middle ages, when the society and economy saw a profound transformation. Conceptual frameworks in the study of urbanism are subject of the module as well as specific urban research topics as cesspits or artisanal production. Developments in the Low Countries are placed in a general European perspective, and the course material draws upon recent work in the UK, the USA, and Australia, to examine early industrial cities and the growth of industrial societies. Seminars focus on individual or of groups of towns and provide case studies against which general developments can be evaluated. Visiting lecturers from the Netherlands will present results from the research conducted in their town.

### Form of tuition

Formal lectures and seminars and an excursion

### Type of assessment

Exams.

Oral and written reports, final essay. In the final assignment you will recapitulate the main points of the module. Furthermore you will select a town or group of towns to assess origins and development of the town, the contribution of archaeology and the potential to answer specific research questions. Most literature discussed in the module should show up in the final assignment.

- Size, between 7000 and 8000 words (footnotes and bibliography excluded);
- Complete with relevant figures;
- Annotation and bibliography conform the archaeological standards

### Course reading

- Hodges, R., 2000. Towns and Trade in the Age of Charlemagne. Duckworth. London.
- Schofield, J. and Vince, A. 2003. Medieval Towns: the archaeology of British towns in their European setting. Equinox, London.
- Verhulst, A. 1999. The rise of cities in north-west Europe. Cambridge, CUP.
- Mayne, A. and Murray, T. (eds.), 2001. The Archaeology of Urban Landscapes: Explorations in Slumland. Cambridge University Press, Cambridge.

Other literature will be made available on the Blackboard

### Entry requirements

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

### Remarks

This module is taught at the UvA by prof.dr. J.Symonds (co-ordinator), drs. J.Bouwmeester, dr. R.Panhuisen, dr. A.A.A.Verhoeven (UvA subject code 140412036Y). Module registration at the UvA is required.

## The Archaeology and the Archaeological Heritage in the Age of Malta

<b>Course code</b>	L_BEMAARC013 ()
<b>Period</b>	Period 4

<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	dr. J.G. Aarts
<b>Examinator</b>	dr. J.G. Aarts
<b>Teaching staff</b>	dr. J.G. Aarts
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

Upon successful completion of this course, you will have acquired a thorough knowledge of the organizational structure of Dutch archaeology; have developed your own view on the positive and negative effects of the so-called Malta archaeology and a vision on the directions in which Dutch archaeology should evolve; have learned to place Dutch archaeology in an European perspective; be able to write an archaeological policy plan for a municipality; have learned to work with ARCHISII.

### **Course content**

In the past two decades the face of field archaeology in Europe has undergone revolutionary changes, as a result of the so-called Malta-treaty. In the case of Dutch archaeology, the treaty has been implemented in the law regarding Cultural Heritage in 2007. The workings of this new law has been evaluated by the department of Education, Culture and Science (OCW), which shows the state of flux which Dutch archaeology is experiencing currently. Currently, and as a consequence of the neo-liberal retreatment of state involvement, the law is being restructured. This course teaches students the organizational structure of present Dutch archaeology through discussion and practical research assignments, and invites students to develop their own critical vision on the development of modern Dutch archaeology, amongst other things by comparing it with recently developing systems in other European countries . Also it provides the students with a first experience in writing a archaeological policy plan, trying to mediate between archaeological values and local municipal politics.

### **Form of tuition**

Lectures provided by teacher, class room discussions.

### **Type of assessment**

Participation in class room discussions (20%), written essay (80%). Students will individually work on a desk-based research for an archaeological policy plan using ARCHIS and other research tools. At the end of the course students will present their research in the form of a written plan which can be used for the implementation of concrete measures a municipality (or group of municipalities) can take regarding their archaeological heritage.

### **Course reading**

Will be made available at the beginning of the course.

### **Entry requirements**

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

**Target group**

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

**Remarks**

Course for Master students of all specialisations. Also accessible for Master students Ancient History, Ancient Cultures and Cultural Heritage.

## The Archaeology of Amsterdam and the Dutch Maritime Expansion

<b>Course code</b>	L_AAMAARC007 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar, Lecture
<b>Level</b>	400

**Course objective**

To acquire knowledge on the material culture of Amsterdam on the basis of archaeological sites and finds.

To get an overview of the successive periods of topographical growth and development of the city of Amsterdam in the period 1175-2011 in relation to political, religious, social and cultural factors of interest.

To develop an insight in the interaction between the urban development of Amsterdam and Dutch maritime expansion activities, especially from an archaeological point of view (urban archaeology, maritime archaeology).

To gain experience with the multidisciplinary method of urban archaeology, using and combining different data sources

**Course content**

Amsterdam is a relatively young city which in a short time managed to evolve from a small 14th-century town to a sophisticated urban community with a global network in the 17th century. It was a city in constant change, growing, rebuilding and taking in new residents from near and afar. Farmers came from the countryside, sailors from coastal areas, and hopeful immigrants flocked to Amsterdam from cities both within and outside its region. This urban development is much more than a building process, it is the outcome of political, economic, social, religious and cultural interactions.

The urban growth of Amsterdam will be discussed and studied in nine phases, in 1175-2011 covering the topography and spatial organisation of the city as a starting point. The historical urban process will be examined with archaeological data of sites and finds. Particular emphasis will be given on ceramic finds that have been excavated on c. 213 sites in Amsterdam and offer an evocative and versatile impression of everyday domestic utensils. Also included will be the multidisciplinary use of sources in modern urban archaeology.

**Form of tuition**

The course starts with an introductory lecture on the basic urban characteristics of Amsterdam and the

interactive approach of urban archaeology using material culture and sites in a topographical and chronological context. In the following sessions the different periods of city development of Amsterdam will be presented in concordance with the ceramic spectrum and basic archaeological data on each period. In a number of sessions the students will be introduced to other datasets and institutions which are vital for urban archaeology (like cartography, archival and museum collections)

### **Type of assessment**

Oral and written reports, final exam and essay

### **Course reading**

Gawronski, J. (ed.), Amsterdam Ceramics. A city's history and an archaeological ceramics catalogue 1175-201,.. (text can be downloaded in Dutch for free at [www.lubberhuizen.nl](http://www.lubberhuizen.nl)). Further titles will be made available on blackboard during the course.

### **Entry requirements**

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.

### **Target group**

Core course for students Archaeology and Prehistory (Medieval and early modern Period), History, Art History, Heritage Studies

### **Remarks**

This module is taught at the UvA by prof.dr. J.H.G. Gawronski (UvA subject code 140412046). Module registration at the UvA is required.

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

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

### **Course objective**

Students who will have successfully completed this course will

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

### Course content

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

### Form of tuition

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

### Type of assessment

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

### Course reading

Will be made available during the course.

### Entry requirements

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

### Target group

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

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

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

### Course objective

After this course the student will

- be able to present a general overview of the history of habitation of the major regions in the Netherlands on the basis of archaeological sites
- have knowledge on the developments of the physical landscape of

the Netherlands during the last two millennia

- have an insight into subsistence strategies from the late-Roman period into the early modern age
- be able to understand the regional variation in material culture as house plans, ceramics and the like
- be able to put the Dutch developments into a broader European perspective

### Course content

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

### Form of tuition

Formal lectures and seminars and an excursion

### Type of assessment

Oral and written reports, final essay

### Course reading

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

### Entry requirements

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

### Remarks

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

## Villa Landscapes in the Roman North

<b>Course code</b>	L_BEMAARC012 ()
<b>Period</b>	Period 4
<b>Credits</b>	6.0
<b>Language of tuition</b>	English
<b>Faculty</b>	Faculteit der Geesteswetenschappen (Let)
<b>Coordinator</b>	prof. dr. N.G.A.M. Roymans
<b>Examinator</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching staff</b>	prof. dr. N.G.A.M. Roymans
<b>Teaching method(s)</b>	Seminar
<b>Level</b>	400

### **Course objective**

Upon successful completion of this course, you will:

1. have acquired a profound knowledge of recent approaches in the study of the Roman countryside in the northern provinces, and in particular villa landscapes;
2. have acquired a profound knowledge of the immense regional variation in Roman rural landscapes and of the cultural and social dynamics responsible for this variation;
3. be able to apply relevant theoretical concepts and ideas on the organisation and transformation of rural societies to concrete archaeological research at a local and regional level.

### **Course content**

The course will start with a definition of the course's main aim followed by a broad exploration and discussion of recent approaches and perspectives on Roman rural landscapes in archaeology and history. In a series of lectures we will then discuss specific research topics, including Regionality in rural landscapes, Rural settlement patterns, Town-countryside interaction, Veterans and the impact of Roman military culture on rural populations, Roman villas as cultural heritage. The final sessions will be used for the presentation of essays by the students. Key concepts: Romanisation, cultural hybridity, styles of consumption, self-representation, competitive emulation, town-countryside relations.

### **Form of tuition**

Lectures, guest-lectures, class room discussions

### **Type of assessment**

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

### **Course reading**

Roymans, N. /T. Derks (eds), 2011: Villa landscapes in the Roman North. Economy, culture and lifestyles, Amsterdam.  
Burke, P.2009: Cultural hybridity, Cambridge.  
Other literature will be made available during the course.

### **Entry requirements**

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

### **Target group**

Core course for Master students Specialization Late Iron Age and Roman archaeology of Northwest Europe, and Landscape Archaeology. Also accessible for Master students Ancient History, Ancient Cultures and Classics.

### **Remarks**

Weekly participation in the course is obligatory.