



## Classics and Ancient Civilizations (research)

Vrije Universiteit Amsterdam - Faculteit der Geesteswetenschappen - M Oudheidstudies (research) - 2017-2018

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

### **Your programme**

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

[Programme overview](#)

[Teaching and Examination Regulations \(in Dutch\) on VUnet \(inlog\)](#)

## Inhoudsopgave

Research Master Classics and Ancient Civilizations	1
Research master Oudheidstudies, specialisatiemodules	1
Research Master Oudheidstudies, specialisatie modules programma Ancient Studies	2
Research Master Oudheidstudies, specialisatie modules programma Classics	2
Research Master Oudheidstudies, specialisatie modules programma Landscape and Heritage	3
Research Master Oudheidstudies, specialisatie modules programma Mediterranean Archaeology	3
Research Master Oudheidstudies, specialisatie modules programma Archaeology of Northwestern Europe	4
Research Master Oudheidstudies, specialisatie modules programma Ancient History	4
Vak: Approaches to the Late Iron Age and Roman Countryside (Periode 1)	5
Vak: Archaeology and Heritage of Global Amsterdam (Periode 4)	6
Vak: Archaeology and Society (Periode 5)	8
Vak: Archaeology, Museums and the Public (Periode 2)	10
Vak: Biography of Landscape (Periode 2)	11
Vak: Ceramics in Archaeology (Periode 2)	13
Vak: City Life in the Roman Empire (Periode 4)	14
Vak: Confrontation between Greek and Near Eastern Civilizations (Periode 4)	15
Vak: Core Course Editing and Commenting Technique 1 (Periode 2)	16
Vak: Core Course Editing and Commenting Technique 2 (Periode 3)	18
Vak: Core Course Interdisciplinary Theme-Ethnicity (Periode 1)	18
Vak: Core Course Text and Matter ( )	19
Vak: Cuneiform Epigraphy (OIKOS) (Periode 1+2)	21
Vak: Cutting Edge in Archaeology: Archaeology and Conflict (Periode 1)	22
Vak: From Christ to Constantine: Judaism and Christianity in their Graeco- Roman Contexts (Periode 1)	23
Vak: From Constantine to Muhammad: Religion and Society in Late Antiquity (Periode 2)	24
Vak: From Feudalism to Capitalism: Trade and Exchange in the Medieval and Early Modern Period (Periode 1)	26
Vak: From Finds to People: Imagining the Past (Periode 4)	27
Vak: Great Debates (Periode 2)	28
Vak: Greek and Latin Linguistics: The Pragmatic Stylistics of Classical Historiography (Periode 2)	30
Vak: Greek Elite Culture in the Roman Empire (Periode 5)	31
Vak: Greek Literature: The 'Ilioupersis' in Greek Literature (Periode 4)	32
Vak: Historical Landscape and Archaeological Heritage (Periode 1)	33
Vak: Humanities in Society (Periode 4)	34
Vak: Humanities Research Career Preparation (Periode 2+3)	35
Vak: Interdisciplinary Seminar: Rulers Ideology and Representation (Periode 1)	37
Vak: Latin Epigraphy on location (Periode 4)	38
Vak: Latin Literature: Lucretius, De rerum natura (Periode 2)	40
Vak: MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being. (Periode 5)	41
Vak: Master Seminar Akkadian 1A (Periode 1)	42

<a href="#">Vak: Master Seminar Akkadian 2B (Periode 2)</a>	43
<a href="#">Vak: Mediterranean Connectivity (Periode 1)</a>	44
<a href="#">Vak: Methodology: Intertextuality and Classical Storytelling (Periode 1)</a>	45
<a href="#">Vak: Money in Ancient and Medieval Society. An archaeological view (Periode 2)</a>	47
<a href="#">Vak: Reception of Classical Literature (Periode 3)</a>	48
<a href="#">Vak: Research Master Thesis Classics &amp; Ancient Civilizations (Ac. Jaar (september))</a>	49
<a href="#">Vak: Term Paper Ancient History and Ancient Studies (Periode 3)</a>	50
<a href="#">Vak: The City and the Empire. War, Memory and Civic Identity in Republican Rome (Periode 1)</a>	51
<a href="#">Vak: Tutorial Classics and Ancient Civilizations 1 (RM) (Ac. Jaar (september))</a>	53
<a href="#">Vak: Tutorial Classics and Ancient Civilizations 2 (RM) (Ac. Jaar (september))</a>	54
<a href="#">Vak: Tutorial Late Greek and Latin Literature (Periode 3)</a>	54

## Research Master Classics and Ancient Civilizations

The subjects Interdisciplinary Theme-Ethnicity (6 ec) and one Specialization module or tutorial (6 ec) in 2017-18 yearly alternate, for both 1st and 2nd year students with Text and Matter (12 ec) in 2018-19).

In 2017-18, only Classicists choose Editing and Commenting Technique 1 and 2 (6 + 6 ec) in period 2 and 3, in stead of one Specialization module or tutorial (6 ec) and a Tutorial (6 ec).

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

Opleidingsdelen:

- [Research master Oudheidstudies, specialisatiemodules](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Core Course Editing and Commenting Technique 1</a>	Periode 2	6.0	L_XAMPOHS002
<a href="#">Core Course Editing and Commenting Technique 2</a>	Periode 3	6.0	L_XAMPOHS003
<a href="#">Core Course Interdisciplinary Theme-Ethnicity</a>	Periode 1	6.0	L_AAMPOHS010
<a href="#">Core Course Text and Matter</a>		12.0	L_AAMPOHS009
<a href="#">Humanities in Society</a>	Periode 4	6.0	L_AAMPALG005
<a href="#">Humanities Research Career Preparation</a>	Periode 2+3	6.0	L_AAMPALG006
<a href="#">Research Master Thesis Classics &amp; Ancient Civilizations</a>	Ac. Jaar (september)	30.0	L_OAMPOHSSCR
<a href="#">Tutorial Classics and Ancient Civilizations 1 (RM)</a>	Ac. Jaar (september)	6.0	L_AAMPOHS004
<a href="#">Tutorial Classics and Ancient Civilizations 2 (RM)</a>	Ac. Jaar (september)	9.0	L_AAMPOHS005

## Research master Oudheidstudies, specialisatiemodules

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

Opleidingsdelen:

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

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

Vakken:

Naam	Periode	Credits	Code
Cuneiform Epigraphy (OIKOS)	Periode 1+2	10.0	L_AAMPOHS011

## Research Master Oudheidstudies, specialisatie modules programma Ancient Studies

Vakken:

Naam	Periode	Credits	Code
City Life in the Roman Empire	Periode 4	6.0	L_AAMAOHS001
Confrontation between Greek and Near Eastern Civilizations	Periode 4	6.0	L_GOMAALG003
From Christ to Constantine: Judaism and Christianity in their Graeco- Roman Contexts	Periode 1	6.0	G_AAMAOHS001
From Constantine to Muhammad: Religion and Society in Late Antiquity	Periode 2	6.0	L_GOMAALG004
Great Debates	Periode 2	6.0	L_AAMAOHS038
Greek Elite Culture in the Roman Empire	Periode 5	6.0	L_GOMAALG002
Interdisciplinary Seminar: Rulers Ideology and Representation	Periode 1	6.0	L_OAMAOHS008
MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.	Periode 5	6.0	WM_ACASA01
Master Seminar Akkadian 1A	Periode 1	6.0	L_SAMAOHS001
Master Seminar Akkadian 2B	Periode 2	6.0	L_OAMAOHS005
Term Paper Ancient History and Ancient Studies	Periode 3	6.0	L_OAMAOHS003

## Research Master Oudheidstudies, specialisatie modules programma Classics

Vakken:

Naam	Periode	Credits	Code
<a href="#">Greek and Latin Linguistics: The Pragmatic Stylistics of Classical Historiography</a>	Periode 2	6.0	L_AAMAOHS044
<a href="#">Greek Literature: The 'Ilioupersis' in Greek Literature</a>	Periode 4	6.0	L_AAMAOHS045
<a href="#">Interdisciplinary Seminar: Rulers Ideology and Representation</a>	Periode 1	6.0	L_OAMAOHS008
<a href="#">Latin Literature: Lucretius, De rerum natura</a>	Periode 2	6.0	L_XLMAOHS008
<a href="#">Methodology: Intertextuality and Classical Storytelling</a>	Periode 1	6.0	L_XLMAOHS005
<a href="#">Reception of Classical Literature</a>	Periode 3	6.0	L_XLMAOHS007
<a href="#">Tutorial Late Greek and Latin Literature</a>	Periode 3	6.0	L_XAMAOHS005

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

Vakken:

Naam	Periode	Credits	Code
<a href="#">Archaeology and Society</a>	Periode 5	6.0	L_AAMAARC015
<a href="#">Archaeology, Museums and the Public</a>	Periode 2	6.0	L_AAMAARC011
<a href="#">Biography of Landscape</a>	Periode 2	6.0	L_BAMAARC010
<a href="#">Cutting Edge in Archaeology: Archaeology and Conflict</a>	Periode 1	6.0	L_BEMAARC022
<a href="#">Historical Landscape and Archaeological Heritage</a>	Periode 1	6.0	L_AAMAERF001

## Research Master Oudheidstudies, specialisatie modules programma Mediterranean Archaeology

Vakken:

Naam	Periode	Credits	Code
<a href="#">Archaeology and Society</a>	Periode 5	6.0	L_AAMAARC015

<a href="#">Ceramics in Archaeology</a>	Periode 2	6.0	L_AAMAARC006
<a href="#">Cutting Edge in Archaeology: Archaeology and Conflict</a>	Periode 1	6.0	L_BEMAARC022
<a href="#">From Finds to People: Imagining the Past</a>	Periode 4	6.0	L_BMMAARC013
<a href="#">Mediterranean Connectivity</a>	Periode 1	6.0	L_AAMAARC017

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

Vakken:

Naam	Periode	Credits	Code
<a href="#">Approaches to the Late Iron Age and Roman Countryside</a>	Periode 1	6.0	L_BEMAARC021
<a href="#">Archaeology and Heritage of Global Amsterdam</a>	Periode 4	6.0	L_AAMAARC009
<a href="#">Archaeology and Society</a>	Periode 5	6.0	L_AAMAARC015
<a href="#">Biography of Landscape</a>	Periode 2	6.0	L_BAMAARC010
<a href="#">Ceramics in Archaeology</a>	Periode 2	6.0	L_AAMAARC006
<a href="#">Cutting Edge in Archaeology: Archaeology and Conflict</a>	Periode 1	6.0	L_BEMAARC022
<a href="#">From Feudalism to Capitalism: Trade and Exchange in the Medieval and Early Modern Period</a>	Periode 1	6.0	L_AAMAARC018
<a href="#">Money in Ancient and Medieval Society. An archaeological view</a>	Periode 2	6.0	L_BAMAARC014

## Research Master Oudheidstudies, specialisatie modules programma Ancient History

Vakken:

Naam	Periode	Credits	Code
<a href="#">City Life in the Roman Empire</a>	Periode 4	6.0	L_AAMAOHS001
<a href="#">Confrontation between Greek and Near Eastern Civilizations</a>	Periode 4	6.0	L_GOMAALG003
<a href="#">From Constantine to Muhammad: Religion and Society in Late Antiquity</a>	Periode 2	6.0	L_GOMAALG004
<a href="#">Great Debates</a>	Periode 2	6.0	L_AAMAOHS038



Greek Elite Culture in the Roman Empire	Periode 5	6.0	L_GOMAALG002
Interdisciplinary Seminar: Rulers Ideology and Representation	Periode 1	6.0	L_OAMAOHS008
Latin Epigraphy on location	Periode 4	5.0	L_BEMAOHD002
The City and the Empire. War, Memory and Civic Identity in Republican Rome	Periode 1	6.0	L_AAMAOHS043

## Approaches to the Late Iron Age and Roman Countryside

<b>Vakcode</b>	L_BEMAARC021 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. A.M.J. Derks
<b>Examinator</b>	dr. A.M.J. Derks
<b>Docent(en)</b>	dr. A.M.J. Derks, prof. dr. N.G.A.M. Roymans
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

If you successfully complete the course, you will:

1. have acquired a good knowledge of the most important theoretical approaches that have been used by archaeologists and ancient historians to study the Roman and pre-Roman countryside;
2. have shown the ability to connect these theoretical approaches to concrete cases and reflect critically about the ways archaeologists or historians have applied them;
3. have acquired a deeper knowledge of the Late Iron Age and Roman countryside in one region of the Roman empire;
4. have learnt how to write a critical review of a new academic study on the Roman countryside which lives up to the academic standards of the profession.

### Inhoud vak

While the monumental remains of Roman villas first drew the attention of archaeologists as early as the 17th or 18th centuries, the Roman countryside as a separate and coherent field of study has emerged only fairly recently. Systematic study of the rural world of the Roman empire first developed after World War II when in many areas of the empire survey projects were set up which aimed at a better understanding of the organization of the landscape. During the last couple of decades, in many European countries rescue excavations have generated an explosion of new data

on hitherto under-researched parts of the countryside.

In this course, we will explore the distinctive theoretical approaches and

perspectives that archaeologists have adopted in the past to interpret the available data on the Roman countryside. We will look at the political, economic, social, and religious organization of the landscape. While the main focus of the course is on the Roman period,

attention will also be paid to the landscapes of the Late pre-Roman Iron Age in order to see to what extent the Roman countryside can be considered a transformation of the pre-existing Late Iron Age situation. Key concepts are structure and agency, postcolonialism, identity and cultural hybridity, as well as Romanisation. Topics to be dealt with in the lectures are rural settlement and the organization of the countryside in the Late pre-Roman Iron Age, the political impact of empire on land holding and land division in the Roman provinces, the integration of marginal landscapes into the networks of the Roman empire, and the religious organization of the countryside. Examples in the lectures will be mainly taken from the north-western provinces, but attention will also be paid to the Mediterranean.

### Onderwijsvorm

Seminars.

### Toetsvorm

Participation in classroom discussions (10%), three assignments (45%), and review essay (45%)

### Literatuur

All obligatory course literature will be made available during the course or may be borrowed from or consulted in the university library. It is expected that all students read the compulsory literature for each class, as this is a pre-condition for having fruitful discussions in class. Participation in the classroom discussions will be graded.

### Aanbevolen voorkennis

Bachelor in Archaeology, Ancient History or Ancient Studies

### Doelgroep

This course is aimed at graduate students in archaeology who wish to pursue a career in Late Iron Age or Roman field archaeology. Students in Ancient studies or Ancient history specializing on Rome may take this course as well.

### Overige informatie

The course will be taught in English. Most course literature will be in English as well, but you may be asked to read some shorter papers in another language.

## Archaeology and Heritage of Global Amsterdam

<b>Vakcode</b>	L_AAMAARC009 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J.H.G. Gawronski
<b>Docent(en)</b>	prof. dr. J.H.G. Gawronski
<b>Lesmethode(n)</b>	Werkcollege, Hoorcollege
<b>Niveau</b>	400

### **Doel vak**

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

### **Inhoud vak**

The course starts with lectures on the urban characteristics and the 1175-2000 development process of Amsterdam. Emphasis will be on the interactive and multidisciplinary approach of urban archaeology using material culture and topographical data. The chronological ceramic spectrum based on the finds of over 200 sites will fulfill a central role in illustrating the significance of ceramics in society in relation to the meaning of ceramic data as material source.

Historical maps will be discussed as primary spatial source, also including digital GIS applications. Regarding archaeological thematic topics in Amsterdam urban development focus will be on landfill. The role of landfill in the process of urban extensions of Amsterdam is discussed as well as the meaning of refuse from these archaeological features for our material culture knowledge. The archaeology of Amsterdam, being the core of the 16-18th-century global shipping network, is interrelated with maritime expansion. Some maritime archaeological finds are presented to discuss VOC-ships as material data sources on the trade and production of Amsterdam in the 17th and 18th century.

### **Onderwijsvorm**

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

### **Toetsvorm**

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

### **Literatuur**

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

### **Doelgroep**

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

### **Intekenprocedure**

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

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

### Overige informatie

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

Module registration at the UvA is required.

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

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

## Archaeology and Society

<b>Vakcode</b>	L_AAMAARC015 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.L.M. Burgers
<b>Examinator</b>	prof. dr. G.L.M. Burgers
<b>Docent(en)</b>	prof. dr. G.L.M. Burgers, dr. J.G. Aarts
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Students who have successfully completed this course will have:

1. acquired knowledge on the discourses of the value of (archaeological) heritage for society and the paradigms for defining archaeology as current practice;
2. developed sensitivity to the values and interests of different stakeholders regarding archaeological heritage, and to the role of archaeological professionals and heritage managers viz-a-viz these values and interests;
3. acquired knowledge of European treaties and national (legal) frameworks and regulations regarding archaeological heritage;
4. acquired knowledge of the roles and responsibilities in the management of archaeological heritage, as well as insight in the job market and archaeological workforce in Europe;
5. acquired knowledge of current issues in archaeological heritage management;
6. developed a critical attitude towards the role and organization of archaeology within society and the agenda for the future.
7. developed concepts and skills to contribute to policies and presentations in archaeological heritage management, education and communication.
8. made important steps in the creation of your own professional identity and attitudes regarding heritage and reached awareness of the opportunities and limitations of Heritage Management for your own career;

## **Inhoud vak**

The modern archeological world has grown rapidly beyond academic practice and deals with conservation issues, land use planning, ecology, sustainable development, tourism, leisure activities, heritage education and peoples understanding of the past. This widening of scope and practice gives rise to a wider job market and demands broader skill sets. This course offers insight in these developments and, more in general, in modern Archaeological Heritage and Archaeological Heritage Management in a broad European context. On the one side, the course offers a general insight into the way European countries have translated the European treaties concerning Archaeological Heritage into national policies. The students will learn how different basic (political) choices made on a national level have profound impact on the way archaeologists collect, analyse and publish their field data, how archaeological work is being financed, as well as on how the results are being communicated with the general public. On the other side, students are being stimulated to develop their own view on the position of archaeological heritage in the much broader field of Heritage Management, by discussing more theoretical texts on these topics. In this way, the students will be equipped with both practical knowledge about the organization of European archaeology and an awareness of the larger issues and tensions of the discipline of Archaeology within present society.

## **Onderwijsvorm**

The course is a 6 ECTS module and consists of two lectures and/or seminars a week, and a group research assignment. Some lectures will be delivered by archaeologists working in the public and private sectors.

## **Toetsvorm**

The course will be assessed by a research assignment, using the learning content of the lecture classes and associated literature. In case the assignment is not passed, it can be re-submitted at the end of the semester.

The class room discussions as well as two presentations (quick-off phase and mid-term) of the course will be assessed and must be sufficient (AVV).

## **Literatuur**

Compulsory literature will be made available through Canvas

## **Doelgroep**

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

## **Intekenprocedure**

This module is taught at the UvA by dr. H. van Londen (uvA) and prof. dr. G.L.M. Burgers (VU) (UvA subject code 140412226Y). Module registration with a UvaNetID at the UvA is required.

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

## Overige informatie

This module is taught at the UvA by dr. H. van Londen and prof. dr. G.L.M. Burgers (VU) (UvA subject code 140412226Y). Module registration at the UvA is required. As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Archaeology, Museums and the Public

<b>Vakcode</b>	L_AAMAARC011 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. G.J.M. van Wijngaarden
<b>Docent(en)</b>	dr. G.J.M. van Wijngaarden
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

Students who will have successfully completed this course will:

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

### Inhoud vak

For centuries, archaeological collections have served to present the past. Archaeological museums reconstruct and visualize national, local and regional histories, or, alternatively, display material heritage from different parts of the world. Archaeological collecting is increasingly subject to changing regulations and (legal) restrictions. Moreover, there are new ideas about the ways in which people perceive and identify with the past. Also, we see an enormous influence of ICT on museum collecting, registration and presentation. As a result, the role of archaeological museums in collecting and presenting the material past is increasingly problematic and currently a hot issue in academic and professional debates.

This course will be about the relations between changing practices of archaeological collecting and the ways in which the past is presented to wider audiences. We will address the challenges posed to archaeological museums in the modern world by looking at the intricate interplay between material remains (archaeological artefacts, collections), people

(collectors, curators and a differentiated public), techniques (ICT) and institutions (museums, universities). The collections and presentations of the Allard Pierson Museum will be used actively during the course.

### **Onderwijsvorm**

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

The lecture classes will have a theoretical and reflective character.

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

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

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

### **Toetsvorm**

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

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

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

### **Literatuur**

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

### **Doelgroep**

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

### **Overige informatie**

This module is taught at the UvA by dr. G.J.M. van Wijngaarden (coordinator) and mw. dr. M.H.E. Hoijtink and drs. R. van Beek (UvA subject code 140412206Y).

Module registration at the UvA is required.

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

## **Biography of Landscape**

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

### Doel vak

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

### Inhoud vak

In heritage practices the disciplines which are dealing with culture historical heritage (archaeology, history of architecture and historical geography), are confronted more and more with each other's 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 mentioned above. Analyzing a number texts the students get acquainted with differing in the interpretations of the term and learn to practice it in an essay on a topic that is self-chosen but also approved by the course coordinator.

### Onderwijsvorm

Seminar and discussions; 2-4 hours a week

### Toetsvorm

Assignments, discussions, obliged attendance

### Literatuur

Will be communicated later

### Vereiste voorkennis

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



**Doelgroep**

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

**Overige informatie**

Attending lectures mandatory.

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

## Ceramics in Archaeology

<b>Vakcode</b>	L_AAMAARC006 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	drs. J.G.A.M. Lenssen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

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

**Inhoud vak**

Pottery is the material most frequently encountered in archaeology research project. It helps dating, inspires thoughts about contacts between areas, and is a starting point for reconstructing social structures and/or their ideological frameworks. By looking at various methods of pottery research (in some specific cases) and their theoretical background, the ways pottery can be used in thinking about aspects of production, distribution and use and meaning will be explored, while at the same time insights and practical tools for hands on study of the material will be taken into account. More specific themes and methods to be treated include: typology, chronology and their problems; techniques and social organization of pottery production and their interconnection; the interaction between producers and consumers of pottery; scientific and anthropological approaches to pottery. All this will be placed in a more general background regarding social and cultural theory on daily material culture and the interaction between materials, objects and people, and the ways these can and cannot be used in archaeology.

**Onderwijsvorm**

Seminar.

**Toetsvorm**

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

### Literatuur

Will be made available during the course.

### Doelgroep

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

### Intekenprocedure

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

### Overige informatie

This module is taught at the UvA by dr. J.R. Hilditch (UvA subject code 140412156Y).

Module registration at the UvA is required.

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

## City Life in the Roman Empire

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

### Inhoud vak

Roman culture was pre-eminently an urban culture. Cities formed the backbone of the Roman Empire; they were important centers of government and the heart of economics, religion and culture. In this course, we shall discuss the urban landscape, the political institutions and ideology, the urban population and, in particular, situations in which urban space, politics and the people came together such as during public games and urban riots. Attention will also be paid to modern discussions about the defining characteristics of Roman cities and about their end in late antiquity. Typically, a class will consist of a more general introduction combined with a case study from one of the major

metropoleis in the Roman East, such as Antioch, Ephesus, Alexandria or Constantinople.

### Onderwijsvorm

Seminar

### Toetsvorm

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

### Literatuur

Arjan Zuiderhoek, *The Ancient City* (Cambridge 2016).

Selected articles and chapters announced in class.

### Vereiste voorkennis

BA History, Classics, Mediterranean Archaeology

### Doelgroep

Admitted to Ancient History, Classics, Mediterranean Archaeology, or History.

### Intekenprocedure

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

### Overige informatie

This module is taught at the UvA by mw..dr.S. Remijssen (UvA subject code 143410116Y).

Module registration at the UvA is required.

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

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

## Confrontation between Greek and Near Eastern Civilizations

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

### Doel vak

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

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

### **Inhoud vak**

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

### **Onderwijsvorm**

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

### **Toetsvorm**

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

### **Literatuur**

Literature will be made available through Canvas.

### **Doelgroep**

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

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

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

## **Core Course Editing and Commenting Technique 1**

<b>Vakcode</b>	L_XAMPOHS002 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.J. Boter

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

### **Doel vak**

Getting acquainted with 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.

### **Inhoud vak**

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

### **Onderwijsvorm**

Seminar.

### **Toetsvorm**

Oral exam.

### **Literatuur**

To be announced.

### **Vereiste voorkennis**

Bachelor of Classics.

### **Doelgroep**

Research master students of Classics.

### **Overige informatie**

This course is taught in collaboration with prof. dr. I.J.F. de Jong (UvA).

For this course attendance of the classes is obligatory. If a student misses more than 20% of the classes s/he will not be admitted to the exam. Only linguistic students admitted to the research MA Classics and Ancient Civilizations can take this course. The course is also open for PhD students enrolled in OIKOS, the Netherlands research school of Classics.

All relevant material and information will be made available via Canvas.

## Core Course Editing and Commenting Technique 2

<b>Vakcode</b>	L_XAMPOHS003 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	prof. dr. G.J. Boter
<b>Docent(en)</b>	prof. dr. G.J. Boter
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Doing independent research on a subject related to the course Editing and Commenting Technique 1, concerned with textual criticism or commenting or both.

### Inhoud vak

Writing a paper on a subject related to the course Editing and Commenting Technique 1, concerned with textual criticism or commenting or both.

### Onderwijsvorm

Writing a paper.

### Toetsvorm

Written paper.

### Literatuur

To be established in deliberation.

### Vereiste voorkennis

Course Editing and Commenting Technique 1.

### Aanbevolen voorkennis

Bachelor of Classics. The course is only open to students who have followed the course Editing and Commenting Technique 1.

### Doelgroep

Research master students of Classics.

### Overige informatie

This course is taught in collaboration with prof. dr. I.J.F. de Jong (UvA).

## Core Course Interdisciplinary Theme-Ethnicity

<b>Vakcode</b>	L_AAMPOHS010 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

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

### Doel vak

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

### Inhoud vak

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

### Onderwijsvorm

Seminar

### Toetsvorm

Presentation (week 6) (20%). A paper of 6000 - 8000 words (including footnotes and bibliography) on an aspect of ethnicity in Antiquity, to be submitted in Week 8 of the period (80%).

### Literatuur

Articles will be made available through Canvas.

### Vereiste voorkennis

Bachelor degree in Archaeology, Classics, Ancient Studies, Ancient History, or a similar field of study.

### Doelgroep

Research Master students Classics & Ancient Civilizations.

### Overige informatie

This course (6 ec) alternates (in combination with a specialization module or tutorial (6 ec)) on a yearly basis with the other core course 'Text and Matter' (12 ec). The course will be taught in 2017-18.

## Core Course Text and Matter

<b>Vakcode</b>	L_AAMPOHS009 ()
<b>Credits</b>	12.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. L.W. van Gils
<b>Examinator</b>	dr. L.W. van Gils

<b>Docent(en)</b>	prof. dr. N.G.A.M. Roymans, dr. L.W. van Gils
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	500

### **Doel vak**

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

### **Inhoud vak**

Traditionally, the occurrence and representation of warfare and collective violence is studied for different reasons, by different means and using different sources in a variety of disciplines: literary studies, history and archaeology. However, increasingly all sources are used by scholars of different backgrounds in order to acquire a better insight into specific situations or subtopics. In this course, the range of interdependencies among material, historical and literary sources are actively explored, and specific possibilities and limitations of combinations of various kinds of sources are considered, in combination with more general reflection on the interdisciplinary use of textual and material sources.

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

### **Onderwijsvorm**

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

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



### Toetsvorm

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

### Literatuur

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

### Vereiste voorkennis

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

### Doelgroep

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

### Overige informatie

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

## Cuneiform Epigraphy (OIKOS)

<b>Vakcode</b>	L_AAMPOHS011 ()
<b>Periode</b>	Periode 1+2
<b>Credits</b>	10.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. K. Kleber
<b>Examinator</b>	prof. dr. K. Kleber
<b>Docent(en)</b>	prof. dr. K. Kleber, M. Tamerus, dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Students learn about ancient Near Eastern writing systems, their structure, their development, and text types written in them. The focus lies on the Sumero-Akkadian cuneiform and secondarily on the various alphabets. You will see original clay tablets and other artefacts kept at Dutch collections. Students with a previous knowledge of Akkadian – who have less basic information to digest – will deepen their knowledge in an intensive week with a guest speaker from abroad, and they will learn to edit a cuneiform tablet. You can try out both traditional methods and digital techniques. As this course is taught in English, you will train your confidence in speaking up in class and make articulate contributions in English.

### Inhoud vak

Topics are e.g. the invention of writing, the development of the cuneiform script through the ages, schools in the ancient Near East, the invention of the alphabet but also issues such as the illicit trade in

antiquities, and the discussion of ethical issues concerning the scientific treatment of unprovenanced cuneiform tablets.

### Onderwijsvorm

Seminar

### Toetsvorm

Term paper

### Literatuur

Individual articles, which will be announced on Canvas.

### Vereiste voorkennis

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### Aanbevolen voorkennis

People should have a general idea of ancient Near Eastern history.

### Doelgroep

Research Master students and PhD candidates in Ancient Studies, Classics, Theology, Archaeology, Ancient History, Linguistics.

### Overige informatie

This course is offered by the national research school Oikos, and is implemented at the VU Amsterdam every two years (for the first time in 2017/18).

Students from other Dutch Universities can enroll at the VU as "bijvakker" at no additional cost. You only need to show proof that you have paid the tuition fee at your home university.

## Cutting Edge in Archaeology: Archaeology and Conflict

<b>Vakcode</b>	L_BEMAARC022 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. N.G.A.M. Roymans
<b>Examinator</b>	prof. dr. N.G.A.M. Roymans
<b>Docent(en)</b>	prof. dr. N.G.A.M. Roymans
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

If you successfully complete the course, you will:

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

## Inhoud vak

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

## Onderwijsvorm

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

## Toetsvorm

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

## Literatuur

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

## Vereiste voorkennis

Bachelor archaeology, bachelor history, bachelor cultural anthropology

## Doelgroep

Master students in archaeology, history, or cultural anthropology

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

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

## Doel vak

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

### **Inhoud vak**

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

In order to do so, we will study the development of the early Christian movements in their context: Graeco-Roman society and its religious and cultural life, which includes Judaism and pagan religions, such as the so-called mystery cults. In addition, attention will be paid to the social composition of the Christian communities, the role of Christian martyrs in the growth and dissemination of the new faith, and the confrontation between Christianity and contemporary philosophy and world views. Last but not least, the role of Constantine at the beginning of the fourth century will be a central issue. Ancient literary sources (in translation), material remains, and secondary literature on the subject will serve as the starting point of this course.

### **Onderwijsvorm**

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

### **Toetsvorm**

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

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

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

### **Doelgroep**

Master's students in Theology and Religious Studies, Classics & Ancient Civilizations, History, and Archaeology

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

<b>Vakcode</b>	L_GOMAALG004 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen

<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Docent(en)</b>	dr. N.M. Vos, prof. dr. H. Amirav, prof. dr. R.B. ter Haar Romeny
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

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

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

### **Inhoud vak**

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

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

Next we will discuss the growing apart of the western and eastern parts of the Roman Empire, and developments in the Middle East. In the sixth century, it also appeared that the state-sponsored movement towards unity in Christianity was unsuccessful. Among Christians in the Middle East there was strong opposition against decisions taken in the centre of the Empire. These developments in Late Antique society and culture form the backdrop to a new movement: that of the prophet Muhammed in the early seventh century.

### **Onderwijsvorm**

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

### **Toetsvorm**

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

All sources are presented in translation, but students who master one of the classical languages may write a research paper of 4000 words

(excluding bibliography) instead of the exam.

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

### Literatuur

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

### Doelgroep

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

## From Feudalism to Capitalism: Trade and Exchange in the Medieval and Early Modern Period

<b>Vakcode</b>	L_AAMAARC018 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J. Symonds
<b>Docent(en)</b>	prof. dr. J. Symonds
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### Doel vak

After this module the student

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

### Inhoud vak

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

### Onderwijsvorm

Seminar, 2 x 2 hours per week

### Toetsvorm

Essays, presentations and final paper

### Literatuur

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

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

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

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

### Doelgroep

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

### Intekenprocedure

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

### Overige informatie

This module is taught at the UvA by prof.dr. J. Symonds (UvA) and dr. A. Verhoeven (UvA) (UvA subject code 140412256Y).

Module registration at the UvA is required.

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

## From Finds to People: Imagining the Past

<b>Vakcode</b>	L_BMMAARC013 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. K.A.M. van den Berg
<b>Examinator</b>	prof. dr. J.P. Crielaard
<b>Docent(en)</b>	prof. dr. J.P. Crielaard, dr. K.A.M. van den Berg
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

This course aims to explore what it takes to reconstruct a scientifically sound, coherent image of a society of the past. At the end of the course, it must be evident that – in order to make such a reconstruction – you are able to:

- critically assess a variety of archaeological sources
- operationalize theoretical and general archaeological literature

- use this to interpret complex sets of archaeological data
- make connections between different types of information to arrive at a coherent picture of a past community

When you successfully complete this course, you will also have acquired a more profound knowledge of the functioning of the early Greek world and a deeper insight in some important developments during the period under study.

### **Inhoud vak**

Subject: Continuity of Cult Practices in Late Bronze and Early Iron Age Greece (ca. 1250-700 BC)

The basis of all archaeological research is formed by material remains from the past. However, archaeology is more than just digging up things from the ground. The creation of knowledge of the archaeological past also involves a next step: ideally, archaeologists try to extract from these material remains information about the society in question, for example about its social organization, economy, cult and religion etc. In short, archaeologists try to create an image of the past that is internally consistent and based on solid scientific evidence. The creation of meaningful, scientifically sound images of the past is also one of the core elements of archaeological training and research at our university. Central in the current seminar is the question of how we 'imagine the past'. We will explore this issue by focusing on possible instances of cult continuity between the Bronze Age and the Early Iron Age. We will use primary data from a number of sites dispersed over the Aegean, but also theoretical, anthropological and historical models, in order to try to reconstruct a coherent image of how elements of Bronze Age cult could have survived the collapse around 1200 BC and could be adopted by new cult communities in the later part of the 8th century BC. For this seminar we will use a wiki-website that enables us to exchange idea, share, discuss, modify and manage content, and compose a multifaceted image of a past community. We will use all what wiki has to offer, including text, images, hyperlinks, annotation and so on. We will work together as a community of editors and contributors to write documents collaboratively, but there is also room for individual approaches and viewpoints.

### **Onderwijsvorm**

Seminar.

### **Toetsvorm**

Individual and group contributions to a shared wiki website.

### **Literatuur**

Will be made available during the course.

### **Vereiste voorkennis**

Bachelor in Archaeology or Ancient Studies.

### **Doelgroep**

Master students of Archaeology and Ancient Civilizations.

## **Great Debates**

<b>Vakcode</b>	L_AAMAOHS038 ()
<b>Periode</b>	Periode 2



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

### **Inhoud vak**

What is the role for 'the East' in the formation of classical Greek civilization? Is gender a useful category of historical analysis for the ancient world? What can the study of pilgrimage tell us about lived experiences in the ancient world?

Each of these themes is topic of fierce debate between ancient historians and archaeologists. These debates will be central to this course. Using these debates, we will deal with methodical and theoretical questions, and come to grips with the difficulties of interpreting different types of source material. What are the developments in a specific debate? Which definitions and what sort of criteria are used? What are the reasons for stagnation of a debate and what does it take to make progress again?

### **Onderwijsvorm**

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

### **Toetsvorm**

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

### **Literatuur**

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

### **Doelgroep**

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

### **Intekenprocedure**

This module is taught at the UvA by prof. dr. E. Hemelrijk, , dr. M. Icks (UvA), and dr. M.

Prent, dr. M. Whiting (UvA subject code 172414006Y). Module registration with a UvaNetID at the UvA is required.

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

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and

exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

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

Module registration at the UvA is required.

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

## Greek and Latin Linguistics: The Pragmatic Stylistics of Classical Historiography

<b>Vakcode</b>	L_AAMAOHS044 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. mr. R.J. Allan
<b>Examinator</b>	dr. mr. R.J. Allan
<b>Docent(en)</b>	dr. mr. R.J. Allan
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Students will be introduced to current views on pragmatics and stylistics, and on the relationship between these two approaches. They will be trained in those forms of close reading that elucidate the structure (and meaning) of complex sentences and texts. The aims of this course are that students (i) learn to recognize various 'narrative styles' and to analyze them in terms of relevant pragmatic properties, and (ii) develop a more precise awareness of the ways in which pragmatics and stylistics contribute to the narrative 'meaning' of historiographic texts. In addition, they will be trained in corpus research, advanced academic presentation and critical debate.

### Inhoud vak

In recent studies in the field of Greek and Latin linguistics, much attention has been paid to discourse pragmatic aspects of texts, such as use of tenses, word order, referential systems, and sentence complexity, while in the past most textual properties – and above all sentence structure - were treated in terms of stylistics. In the first part of this course both types of views will be introduced, compared and evaluated. In the second part of this course, discourse pragmatic insights will be used as tools to analyze and interpret passages from two authors who are renowned for the complexity of their style: Thucydides and Tacitus. Besides, passages from the works of these authors which differ greatly from one another, will be analyzed, and then compared to passages from other historiographic writers such as Herodotus and Livy. The pragmatic and stylistic analysis of sentence structure and text complexity will involve close reading of these texts, with special attention to discourse linguistic aspects of passages at

hand, notably the tense/aspect system, text organizing particles and deictic markers.

### Onderwijsvorm

Seminar: 2 x 2 hours per week

### Toetsvorm

A written research abstract (around week 6); oral presentation and extended hand out, in the last week of the course. Students are expected to hand in observations and questions with respect to the primary and secondary sources which they prepare for each class. In addition, each of them will organize and preside over one or two discussion sessions.

### Literatuur

Syllabus (on blackboard)

### Vereiste voorkennis

Bachelor degree Griekse en Latijnse taal en cultuur, Latijnse taal en cultuur or Ancient Studies (with Greek and/or Latin)

### Aanbevolen voorkennis

Students should be acquainted with the genre conventions of Ancient historiography and have some experience in (close) reading of Greek and/or Latin historiographic prose.

### Overige informatie

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

## Greek Elite Culture in the Roman Empire

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

### Doel vak

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

### Inhoud vak

Discussion of the life and work of some ten prominent intellectuals from the period under discussion, each of them representing a specific

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

### Onderwijsvorm

Seminar, 4 hours a week

### Toetsvorm

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

### Literatuur

To be announced

### Vereiste voorkennis

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

### Doelgroep

Students MA and RMA Classics and Ancient Civilizations and MA History

## Greek Literature: The 'Ilioupersis' in Greek Literature

<b>Vakcode</b>	L_AAMAOHS045 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. I.J.F. de Jong
<b>Docent(en)</b>	prof. dr. I.J.F. de Jong
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

The aim of this module is

- to increase your knowledge of important Greek texts,
- to get acquainted with the research on those texts, and
- to learn to contribute to those academic discussions yourself.

### Inhoud vak

The topic of the Fall of Troy (Ilioupersis) first memorably treated in Homer's Iliad and Odyssey (in the form of prolepses and analepses) was taken up by a great number of later Greek and Latin authors. In this module we will study a selection of these texts (Epic cycle, Alcaeus, Pindar, Bacchylides, Aeschylus, Euripides, Vergil, Quintus of Smyrna,

Triphiodorus). Central research questions will be: 1) how is the story told (here we will use concepts from narratology), 2) what changes does an author make to the material, 3) are there intertextual connections with previous versions and if so what is their function, 4) why is the story of the Iliouperis told, i.e. what is its relevance in the historical context.

### Onderwijsvorm

Seminar, 2x2 hours per week

### Toetsvorm

Students give an oral presentation (40%) and make a written exam (60%). The exam will take place in week 8.

### Literatuur

Syllabus with primary texts; scans of chapters or articles in BB or electronically available.

### Vereiste voorkennis

Bachelor Classics or Ancient Studies (with Greek and/or Latin)

### Doelgroep

Students admitted to Classics and Ancient Civilizations (with Greek and/or Latin)

### Intekenprocedure

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

### Overige informatie

This module is taught at the UvA by mw. prof. dr. I.J.F. de Jong (UvA subject code 172411506Y)

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

## Historical Landscape and Archaeological Heritage

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

**Doel vak**

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

**Inhoud vak**

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

**Onderwijsvorm**

lectures

**Toetsvorm**

Take-home exam.

**Literatuur**

will be communicated later

**Vereiste voorkennis**

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

**Doelgroep**

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

**Overige informatie**

Attending the lectures is mandatory

## Humanities in Society

<b>Vakcode</b>	L_AAMPALG005 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. P.J.E.M. van Dam
<b>Examinator</b>	prof. dr. P.J.E.M. van Dam

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

### Doel vak

Learning to position the field of Humanities in society and to position your discipline in the Humanities; composing a research proposal; presenting this in a convincing, well-argued manner for an educated, partly non-specialist audience, both orally and in writing; learning 'interdisciplinary communication,' in particular also using visual tools to present your research.

### Inhoud vak

The course comprises plenary discussions on the basis of literature on the role of humanities and other topics; individual and group assignments for presentations on the perspectives of digital humanities and other topics; an excursion to important Dutch Institutes in the Humanities field; discussions in groups on research proposals written and presented by the students; written reports on attended Graduate School Events

### Onderwijsvorm

Seminar and Excursion.

### Toetsvorm

Research proposal (written version) 60 %; other assignments 40 %.

### Literatuur

Provided by the lecturers.

### Doelgroep

The course is compulsory for all research master students.

## Humanities Research Career Preparation

<b>Vakcode</b>	L_AAMPALG006 ()
<b>Periode</b>	Periode 2+3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.W.H.P. Verhagen
<b>Examinator</b>	dr. J.W.H.P. Verhagen
<b>Docent(en)</b>	dr. J.F. van der Meulen, dr. J.W.H.P. Verhagen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	600

### Doel vak

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

- Be able to write a convincing research proposal for both peers and an interested lay audience;
- Understand the procedures and assessments for grant applications, and

apply this knowledge when writing a research proposal;

- Be able to present a research proposal convincingly in a short time frame;
- Be able to convincingly reply to critical questions about the research proposal;
- Be able to evaluate research proposals, even when they are not from their own discipline, and to give a reasoned judgement about the quality.

### **Inhoud vak**

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

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

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

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

#### 1. Guest lectures

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

#### 2. Discussions

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

#### 3. Presentations

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

#### 4. Peer review

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

### **Toetsvorm**

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

#### **ASSIGNMENT - GRADING WEIGHT**

evaluation of 2 research proposals (assignment 1) - 5%  
draft abstract (assignment 2) - not graded



elevator pitch - not graded  
 CV + knowledge utilisation (assignment 3) - 10%  
 final abstract (assignment 4) - 15%  
 draft proposal (assignment 5) - not graded  
 5 minute presentation (assignment 6) - 20%  
 'mock interview' (assignment 6) - 10%  
 final proposal (assignment 7) - 40%

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

### Vereiste voorkennis

Seminar Research Design 1

### Doelgroep

RMA students Faculty of Humanity

## Interdisciplinary Seminar: Rulers Ideology and Representation

<b>Vakcode</b>	L_OAMAOHS008 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Docent(en)</b>	prof. dr. R.B. ter Haar Romeny, dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

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

### Inhoud vak

Rulers have always represented themselves in ways that were meant to confirm the presence of their rule and ensure its continuity by legitimizing and strengthening it. Often they tried to emulate some of their illustrious predecessors or to stress their legitimacy by pointing at their position within a dynasty, rights given to them by the gods, military accomplishments, or the possession of certain symbols. They themselves, or more often people in their courts, also developed ideologies of kingship and power that brought such elements of representation together, be it in the form of historical and political narratives or in the form of a cult. Needless to say, the rulers' opponents also reacted to such statements and wrote counter-narratives.

The rulers who will be studied in this course all lived at important turning points in the history of their empires. As a result, their ideologies and the way they were presented often underwent important changes. Thus Alexander the Great, originally a *primus inter pares* in the Macedonian ideal of kingship, started to style himself as a Pharaoh and son of Zeus-Ammon after the conquest of Egypt. As ruler of Persia he wanted his subjects to perform *proskynesis* for him—which led to considerable opposition among the Macedonians. When Augustus took up the government of the Roman Empire and became the first Roman emperor, he made use of a number of blue-prints for the ideal ruler provided by the cultural tradition and developed these further. In his turn, Augustus set an example for Constantine, who distanced himself from the emperor-generals of the third century and sought legitimation in emulating Augustus and Trajan, while embracing a new religion, Christianity.

### Onderwijsvorm

Seminar

### Toetsvorm

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

### Literatuur

Various articles and sources to be found on Canvas.

### Doelgroep

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

### Overige informatie

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

## Latin Epigraphy on location

<b>Vakcode</b>	L_BEMAOHD002 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	5.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. A.M.J. Derks
<b>Examinator</b>	dr. A.M.J. Derks
<b>Docent(en)</b>	dr. A.M.J. Derks
<b>Lesmethode(n)</b>	Werkcollege, Computerpracticum
<b>Niveau</b>	400

### Doel vak

The course is aimed at the acquisition and application of practical research skills in epigraphic research. You will learn to read original

epigraphic texts, get familiar with the Latin of inscriptions including the most typical abbreviations used in such texts, and learn to apply the rules of transcription correctly. You will gain advanced knowledge of handbooks, corpora and electronic databases of Latin epigraphy and learn how to use them for your own thesis or other research project effectively.

### **Inhoud vak**

The course offers an intensive introduction into Latin epigraphy from the Republican period up until Late Antiquity. Its approach and focus is strongly interdisciplinary with attention being paid to philological, socio-linguistic, literary, archaeological, and juridical aspects of epigraphic texts. In addition, explicit attention will be paid to the theoretical and methodological aspects of epigraphic research. Topics which will be dealt with are as diverse as funerary monuments and commemoration of the dead, family relationships and Roman law of succession, text and spatial context, epigraphy and the administration of the Roman empire, patronage and professional colleges, content and organization of private and public cults. The focus will be on inscriptions from Rome and Ostia, but for reasons of comparison also epigraphic texts from the rest of Italy and the provinces will be drawn in.

### **Onderwijsvorm**

The main part of the course is set up as a ten days' intensive seminar which will take place at the Royal Netherlands Institute in Rome (KNIR) (provisional dates: February 23-March 4, 2018). The course comprises individual study and research (under supervision) in the library of the KNIR (and some neighbouring foreign institutes), alternated with lectures, museum and site visits in Rome and Ostia, and a city walk along monuments with in situ preserved ancient inscriptions. The seminar in Rome is preceded by a three days' introduction at the VU campus in February 2018.

### **Toetsvorm**

Oral presentation and paper containing a text edition and commentary on one or more inscriptions from Rome or Ostia.

### **Literatuur**

Will be made available through Canvas.

### **Vereiste voorkennis**

Command of Latin at highschool exam level (VWO eindexamen).

### **Doelgroep**

MA students as well as Research MA and Phd students in Ancient History, Classics, Archaeology and Law as well as others who take a special interest in Latin epigraphy and meet the entry requirements.

### **Overige informatie**

This is an inter-universitary master's course which will be offered in cooperation with the Royal Netherlands Institute in Rome, the Research school OIKOS and the Masterlanguage programme of Classics. Interested students will be asked to register through a special registration form which will be made available in the autumn of 2017 through the website of the Royal Netherlands Institute ([www.knir.it](http://www.knir.it)); you will also need to register through the masterlanguage website ([www.masterlanguage.nl](http://www.masterlanguage.nl)). The course can take up to fifteen students. In case more candidates register, a selection will be made; a motivation letter which is to be

submitted with the registration may be used as a means for selection. The study load is the equivalent of 5 erts; students from VU or UvA may take an additional assignment to the equivalent of 1 erts.

For all participants free accommodation in Rome will be arranged.

Travel costs to and in Rome are at own expense. The course is taught in collaboration with Prof. B.H. Stolte (RUG).

## Latin Literature: Lucretius, De rerum natura

<b>Vakcode</b>	L_XLMAOHS008 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.H. Koenen
<b>Examinator</b>	dr. M.H. Koenen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Inhoud vak

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.

### Onderwijsvorm

Lectures and seminars.

### Toetsvorm

The final score for the course is based on (1) individual presentation (30%), (2) written examination of individual reading list (70%).

### Literatuur

Will be made available during the course.

### Vereiste voorkennis

BA Classics or compatible expertise (with Latin)

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

**Doelgroep**

Master students Classics and Ancient Civilizations.

**Overige informatie**

This module is taught at the VU by prof. dr. P.H. Svrijvers.

## MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.

<b>Vakcode</b>	WM_ACASA01 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. M. Martijn
<b>Examinator</b>	prof. dr. M. Martijn
<b>Docent(en)</b>	prof. dr. M. Martijn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

**Doel vak**

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

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

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

**Inhoud vak**

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

**Onderwijsvorm**

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

**Toetsvorm**

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

**Literatuur**

A selection of passages from primary texts (mainly Plato, Aristotle, Plotinus, all in English translations) as well as papers and chapters

from secondary literature, details to be announced through Canvas.  
The course has a direct relation to recent research of the historians of philosophy of the VU.

### **Aanbevolen voorkennis**

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

### **Doelgroep**

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

### **Overige informatie**

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

## **Master Seminar Akkadian 1A**

<b>Vakcode</b>	L_SAMAOHS001 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. R. de Boer
<b>Examinator</b>	dr. R. de Boer
<b>Docent(en)</b>	dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

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

### **Inhoud vak**

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

### **Onderwijsvorm**

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

### **Toetsvorm**

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

**Literatuur**

Will be announced (depends on the specific topic)

**Vereiste voorkennis**

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

**Doelgroep**

Master and Research Master Ancient Studies with Babylonian

**Master Seminar Akkadian 2B**

<b>Vakcode</b>	L_OAMAOHS005 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. K. Kleber
<b>Examinator</b>	prof. dr. K. Kleber
<b>Docent(en)</b>	prof. dr. K. Kleber
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

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

**Inhoud vak**

The topics of this course change yearly so that Research Master students can participate in both years. Master Seminar 2B (L\_OAMAOHS005) is a variant to Master Seminar 2A (L\_OAMAOHS002). The two courses will be offered in alternating years.

**Onderwijsvorm**

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

**Toetsvorm**

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

**Literatuur**

Will be announced (depends on the specific topic)

**Vereiste voorkennis**

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

in cuneiform.)

### Doelgroep

Master and Research Master Ancient Studies with Babylonian

### Overige informatie

The course will alternate with Master Seminar Akkadian 2A (L\_OAMAOHS002).

## Mediterranean Connectivity

<b>Vakcode</b>	L_AAMAARC017 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. G.J.M. van Wijngaarden
<b>Docent(en)</b>	dr. G.J.M. van Wijngaarden
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Students who will have successfully completed this course will

- 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;
- have developed the ability to implement these tools, theories and concepts to case studies related to the second and first millennia BC;
- have developed a clear insight into the long-term history of Mediterranean interconnectivity during the second and first millennia BC;
- be able to relate these insights to the wider debates about globalization and inter culturality.

### Inhoud vak

Centre-stage stand long-term developments in Mediterranean interconnectivity during the second and first millennia BC and, especially, the models and theories that have been used to study these developments.

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 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 (Monday and Thursday). During the Monday 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 on Thursday. In the Thursday session we go through the literature that you have read in detail and discuss the outcomes of your essay.

During the course's last two weeks you will work on an essay in which you present your views on long-term developments in Mediterranean interconnectivity. This final essay needs to be based on one of the assigned key-texts. In addition, the bibliography made available during the course and additional literature can be used.

### **Onderwijsvorm**

Seminars, 2 x 2 hours per week

### **Toetsvorm**

- The weekly written reports are aimed at 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. (40%)
- Group discussion of the written report and participation in the general discussions are aimed at course objectives 1 and 2. The participation will be judged on the degree in which they indicate understanding of the issues at hand (20%)
- The final paper is aimed at course objectives 3 and 4. They 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%)

### **Literatuur**

Pdfs will be made available during the course.

### **Doelgroep**

This course is accessible for (Research) Master students Archaeology; Ancient History, Classics and Ancient Civilisations and Historical Geography.

### **Intekenprocedure**

This module is taught at the UvA by dr. G.J.M. van Wijngaarden (UvA subject code 140412246Y).

Module registration at the UvA is required.

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

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

### **Overige informatie**

This module is taught at the UvA by dr. G.J.M. van Wijngaarden (UvA subject code 140412246Y).

Module registration at the UvA is required.

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

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

## **Methodology: Intertextuality and Classical Storytelling**

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

### Doel vak

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

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

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

### Inhoud vak

#### Narratology

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

#### Intertextuality

You will be introduced to the (pre)history of intertextuality and the problems concerning the interpretation of intertextual contact: is there a difference, for instance, between just a reference and a self-conscious allusion? And how can we tell? Do classical texts for example somehow express their intertextuality? These and other questions will be asked by means of case studies from Virgil's Aeneid and this epic's intertextuality with, for instance, the Iliad, the Odyssey, Catullus, and Virgil's own works.

### Onderwijsvorm

Lectures and seminar, 2 x 2 hours a week.

### Toetsvorm

Paper and a written exam.

### Literatuur

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

### Vereiste voorkennis

BA in Classics or compatible expertise.

### Doelgroep

MA students Classics and Ancient Civilizations.

### Overige informatie

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

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

<b>Vakcode</b>	L_BAMAARC014 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.G. Aarts
<b>Examinator</b>	dr. J.G. Aarts
<b>Docent(en)</b>	dr. J.G. Aarts
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Upon successful completion of this course, you will: have acquired a general knowledge of the western discourse on the 'transformative powers' of money in (Ancient and Medieval) society; have acquired an extensive view of the key themes in the debate on the use of money in Ancient and Medieval societies; have learned to take your own position in the debate on these topics; have learned to make use of different types of evidence and combine them in 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.

### Inhoud vak

Money has always been regarded as having a profound impact on the societies which made use of it. This course is focused on the emergence and spread of money in Ancient and Medieval societies, and its wide repertoires of use. This will be treated from the perspective of several 'hot issues' in economic and numismatic research regarding societies our archaeological departments cover: monetization and its impact on the economy and society; the structure of governmental finance in Classical Athens and the Roman Empire, banks and the role of credit, ritual use of money, money and propaganda and the impact of Roman money on societies

in the northwestern Empire. The selected themes are intended to give a as wide as possible scope on the vastness of numismatic research and archaeological and historical research involving coinage, and serve simultaneously as case studies for different methodological approaches used in this field. Special attention will be paid to the use of quantitative methods, anthropological theories of money and the use of various source materials: archaeological evidence (coins and other material culture) and ancient texts (literary texts and epigraphy). In the first sessions, a short history of Greek, Roman, and Celtic coinages will be given, in order to create the necessary framework for the participants. Also, a workshop identifying ancient coins is included to provide a useful 'hands-on' experience.

### Onderwijsvorm

Lectures provided by teacher, class room discussions, workshop.

### Toetsvorm

Participation in class room discussion (including small written assignments (20%), written essay (80%).

### Literatuur

Will be made available at the beginning of the course.

### Vereiste voorkennis

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

### Doelgroep

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

## Reception of Classical Literature

<b>Vakcode</b>	L_XLMAOHS007 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.H. Koenen
<b>Examinator</b>	dr. M.H. Koenen
<b>Docent(en)</b>	dr. M.H. Koenen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Insight in classical receptions in connection with aestheticism, insight in receptions of the classics in: De Tachtigers, Dutch Symbolist en (Post-)Modernist poetry; general knowledge of theories of reception.

### Inhoud vak

The aesthetic movements that rose in France (Baudelaire, Gautiér), England (Whistler and Wilde), and the Netherlands ('De beweging van Tachtig') from the mid 19th Century onwards were strongly influenced by

early Romanticism and therefore polemically opposed to classicism. Yet classical texts and ideas were absolutely central to aestheticism – one has but to realize that virtually all ‘Tachtigers’ (e.g. famous poets as Willem Kloos and Herman Gorter) started their intellectual development as a classicist. First we will study the role of the classics in ‘De Tachtigers’ and Dutch Symbolist poetry (Herman Gorter en J.H. Leopold). Then we will focus on receptions of classical literature in [a] the poetry of Ida Gerhardt, who also translated Lucretius, Vergil and Greek Epigrams, and [b] in (Post-)Modernist Dutch poetry. Greek and Latin texts are also read in translation.

### Onderwijsvorm

Tutorial, January 2018

### Toetsvorm

Presentation (40% of the final grade) and paper (60% of the final grade)

### Literatuur

To be announced.

### Vereiste voorkennis

BA in the humanities.

### Doelgroep

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

## Research Master Thesis Classics & Ancient Civilizations

<b>Vakcode</b>	L_OAMPOHSSCR ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	30.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Niveau</b>	600

### Doel vak

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

### **Inhoud vak**

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

### **Onderwijsvorm**

In a series of one-to-one sessions, the supervisor gives feedback to the student. As a first step, the student defines his or her research topic. When this is approved of by one of the staff members, a thesis contract will be drawn up, listing the topic, the research question, as well as the supervisor and second reader. It will also set the time frame and the number of supervision meetings. This contract should be submitted to one of the coordinators of the Research Master's programme, Prof. Irene de Jong or Prof. Bas ter Haar Romeny, no later than at the end of the second period of the second year of one's programme.

### **Toetsvorm**

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

### **Literatuur**

To be discussed with the thesis supervisor.

### **Vereiste voorkennis**

Bachelor degree (cf. admission rules).

### **Doelgroep**

Research Master's students.

### **Overige informatie**

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

## **Term Paper Ancient History and Ancient Studies**

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

**Doel vak**

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

**Inhoud vak**

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

**Onderwijsvorm**

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

**Toetsvorm**

Written paper of no more than 8000 words.

**Literatuur**

Depending on the subject.

**Vereiste voorkennis**

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

**Overige informatie**

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

## The City and the Empire. War, Memory and Civic Identity in Republican Rome

<b>Vakcode</b>	L_AAMAOHS043 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. A.M. Hermans
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

At the end of the course the successful student will be able to:

- Intelligently discuss the cultural implications of the Roman conquest wars and the influence of the conquest wars on the urban landscape of Rome.
- Define, explain, and apply current theories regarding memory and civic identity in Roman society.
- Identify, distinguish between, and critically analyze a variety of sources, both textual (literary, historical) and material (visual, archaeological).
- Delineate, research, and present in written form an individual, argumentative and clearly formulated academic research project, based on a critical use of primary and secondary source materials.
- Communicate in an international academic setting, in English.
- Present your research results to an academic audience of peers, in a

conference paper.

### **Inhoud vak**

From the fourth century BC onwards, Rome developed from its modest origins as a small city-state on the banks of the Tiber into an empire that spanned the borders of the known world. This imperial success changed and shaped the history of the Mediterranean, but it also had a profound influence on the city of Rome itself and on the identity and self-identification of its inhabitants. In this rapidly changing society, it was not so easy to determine what was Roman and what was not: hostile states were turned into allies and former enemies became fellow citizens. In the process, foreign peoples, gods, traditions and customs made their way into the city. Roman authors reflect on this diversity and inherent pluralistic nature of their city. Cicero, for example, famously described the Roman citizenry with the term *dua patriae*: every Roman had in fact two fatherlands, one being his place of birth, the other being the Roman Republic. This ethnic and cultural diversity, established through centuries of conquest, was an essential element of Roman life and was actively remembered in literature, art, architecture and religious practice.

In this course, we will explore the various ways the conquest wars of the Roman Republic were remembered and materialized in the urban landscape of Republican Rome, using a wide variety of literary and archaeological sources. We will analyze, for example, the solemn state rituals for Jupiter Optimus Maximus that preceded and succeeded all war efforts, but will also concentrate on the cult introductions that were the result of these efforts. We will then discuss the diverse (and often violent) nature of Rome's origin stories, and the way these first war accounts were relevant for later Roman society. Another central topic will be the triumphus: the elaborate victory parade that brought a commander with his troops, spoils and captives back to Rome, along a triumphal route with monuments that became lasting memories of Rome's success. Finally, we will take a closer look at the families that shaped this history of conquest. How did Roman aristocrats claim a place in the history of the conquest wars and how were their individual stories and different *patriae* made into one story of Roman success?

### **Onderwijsvorm**

Seminars

### **Toetsvorm**

- Active participation and assignments (AVV)
- Take home exam: 25%
- Pilot: 10%
- Conference paper: 25%
- Response to conference paper (AVV)
- Final essay: 50%

### **Literatuur**

To be announced.

### **Doelgroep**

This course is accessible for (Research) Master students in (Ancient) History; Classics and Ancient Civilisations; Heritage, Memory and Archaeology;

### **Intekenprocedure**



This course is taught at the UvA by mw. dr. A.M. Hermans (subject code 172410076Y).

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

### Overige informatie

This course is taught at the UvA by mw. dr. A.M. Hermans (subject code 172410076Y).

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

## Tutorial Classics and Ancient Civilizations 1 (RM)

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

### Doel vak

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

### Inhoud vak

Students can choose up to three tutorials (a total of 24 ec) in accordance with their own interests, as part of their Research Master's programme. Students may contact a staff member of their choice (as a rule

this should be a member of the core teaching staff of the ReMA) and establish the content of the tutorial together with this person. They should be able to explain the relevance of the tutorial for their Master's programme as a whole; for instance, the tutorial is relevant as it prepares for the MA thesis. The proposed tutorial must be submitted to the

examination board for approval. The tutorial can take place in any period of the academic year, though periods 3 and 6 are preferred.

### Onderwijsvorm

Tutorial

### Toetsvorm

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

### Literatuur

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

### Doelgroep

## Tutorial Classics and Ancient Civilizations 2 (RM)

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

### Doel vak

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

### Inhoud vak

Students can choose up to three tutorials (a total of 24 ec) in accordance with their own interests, as part of their Research Master's programme. Students may contact a staff member of their choice (as a rule

this should be a member of the core teaching staff of the ReMA) and establish the content of the tutorial together with this person. They should be able to explain the relevance of the tutorial for their Master's programme as a whole; for instance, a tutorial is relevant as it prepares

for the MA thesis. The proposed tutorial must be submitted to the examination board for approval. The tutorial can take place in any period of the academic year, though periods 3 and 6 are preferred.

### Onderwijsvorm

Tutorial

### Toetsvorm

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

### Literatuur

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

### Doelgroep

Students in the Research Master's programme Classics and Ancient Civilizations

## Tutorial Late Greek and Latin Literature

<b>Vakcode</b>	L_XAMAOHS005 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. N.M. Vos
<b>Examinator</b>	dr. N.M. Vos
<b>Docent(en)</b>	dr. N.M. Vos

<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Knowledge of a specific brand of Late Greek and Late Latin Literature, namely early Christian texts, such as hagiographical writings, 'autobiography', histories (travel stories), sayings & anecdotes, and tractates.

The ability to situate these texts in their proper contexts both in a historical and a literary sense.

The ability to translate the original sources of the texts discussed and the ability to analyze these.

Apart from the ability to gain knowledge as described above and to apply this knowledge, the following skills receive attention and are therefore trained:

to communicate acquired knowledge in the context of the seminar, to ask critical questions, and to participate actively in discussions.

### **Inhoud vak**

The book 'Desert Christians: An Introduction to the Literature of Early Monasticism' by William Harmless (2004) will provide the framework for the study of primary sources to be studied within the context of the tutorial. After an introduction into fourth and fifth century Egypt, the

most significant sources of desert Christianity will be addressed. We will start by reading narrative texts about desert saints such as Antony and Pachomius. In this context, we will also study (part of) a famous 'autobiography' written by Augustine of Hippo: his 'Confessions'. Then, we will listen to the voice of the desert fathers (and a few mothers) as mediated by collections of sayings (the so-called 'Apophthegmata Patrum'). Next, we will reflect on the genre of 'history' ('historia') and finally, we will consider texts produced by theologians such

as Evagrius of Pontus and John Cassian. The latter was an important figure in the history of western monasticism: he functioned as a link between East and West, translating the predominantly Greek sources of the desert traditions into the Latin of the western church. By reading both primary sources and secondary literature, students will gain insight into an important movement within early Christianity, namely, the ascetic or monastic tradition. The handbook includes many useful appendices that reflect current scholarly research and debate.

### **Onderwijsvorm**

Seminar/tutorial. Several sessions will be scheduled during period 3. Students will have to study the secondary literature in their own time. They will also prepare primary sources to be discussed during sessions (that is, students will translate these beforehand/individually; the texts will then be discussed in class). Focus during the sessions will be on the interpretation of the primary sources. Students will give one presentation (each) as part of the seminar.

### **Toetsvorm**

Presentation (30% of grade); written or oral examination (depending on group size; 70% of grade). Attendance (at least 80%) and active participation are necessary conditions for this class; without these, the course cannot be completed, i.e., the final exam cannot be taken.

**Literatuur**

William Harmless, *Desert Christians: An Introduction to the Literature of Early Monasticism* (Oxford University Press, 2004).

**Vereiste voorkennis**

Knowledge of classical/ancient Greek and Latin.

**Aanbevolen voorkennis**

Basic knowledge of (early) Christianity and the Bible is useful, but not necessary for this course.

**Doelgroep**

Students of Classics; students with an interest in ancient history, ancient studies, theology, or religion (and with adequate knowledge of ancient Greek and Latin).

**Overige informatie**

Attendance compulsory (80%).