ARCL 0066: The Emergence of Bronze Age Aegean States

2019-2020 - Term 2
Undergraduate Year 2-3 option, 15 credits

Coursework deadlines: Monday 21st February 2020, Monday 3rd April 2020 (TBC)

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1. OVERVIEW

Short Description

This course provides a survey of Aegean prehistory from The Neolithic until c. 1500-1400 BC. It focuses on the origins of complex societies during the 3rd and 2nd millennium BC and the dynamics of the Minoan palatial societies that followed. It provides a broadly chronologically overview of the region’s long-term transformations and the remarkably rich data (material, iconographic and archival) on which interpretations are based. It encourages a thematic treatment, within a theoretically informed, problem-oriented framework, of major processes including: state formation, elaboration and collapse; production, trade and consumption in and beyond the Aegean; archaeologies of cult and death; the interpretation of symbols and images; and the place of the prehistoric Aegean within the wider Mediterranean and Near Eastern world. The course equally emphasises the need to understand how interpretations and data collection strategies have developed, and the impact this has had on accounts of Aegean prehistory.

Week-by-week summary (lectures are Monday, 10-12.00, in Room 410).

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Reading week: 17 Feb.

| 24 Feb.    | 11      | Neopalatial Crete: an overview.                                      |
|            | 12      | *Seminar: Knossos, palace, city, empire?*                            |
| 03 March   | 13      | ‘Minoanisation’: trade, power, colonisation and networks in the southern Aegean and east Mediterranean |
|            | 14      | The Aegean and the East Mediterranean: the start of something special |
| 10 March   | 15      | Art and Ideology in Minoan Crete.                                    |
|            | 16      | *Seminar: Minoan art and iconography in the modern arts*              |
| 17 March   | 17      | The mainland transformed: The early Mycenaean world                  |
|            | 18      | Two catastrophes: the Theran eruption and the end of Neopalatial Crete |
| 24 March   | 19      | Minoans becoming Mycenaeans?                                         |
|            | 20      | Conclusions                                                          |
Basic texts and handbooks

Methods of assessment
This course is assessed by means of two pieces of coursework, each of c. 2500 words, which together constitute 100% of the final grade for the course. If you are unclear about the nature of an assignment, you should discuss this with the Course Co-ordinator. The Course Co-ordinator is willing to discuss an outline of your approach to the assignment, provided that this is planned suitably in advance of the submission date. There is no unseen examination element to this course.

Teaching methods
This course comprises 16 1-hour lectures and 4 Seminar classes in which ideas presented in the lectures can be reviewed, consolidated, questioned and debated. One of the seminars will take place in the British Museum with emphasis on material culture and modern reception.

Workload
There are 16 hours of lectures 4 hours of seminars for this course. In addition, you are expected to undertake around 100 hours of reading to keep pace with the lectures and classes, plus 70 hours preparing for and producing the assessed work. This adds up to a total workload of some 190 hours for the course.

Prerequisites
This course has no prerequisites, and no knowledge of foreign languages is required. However, it may be an advantage, in terms of easing comprehension of the material and ideas presented, to have already taken one or more courses in Mediterranean, Greek, Egyptian or Western Asian archaeology at first- or second- to third-year level, or the Aegean companion course ARCL 3082 (taught in alternating years). Any students who are unsure whether they will be able to make the most of this course are welcome to contact the Course Co-ordinator at an early date to discuss matters. If you have a chance to visit Aegean sites and museums (or participate in fieldwork) before or after taking this course, it can only improve the overall experience.

2. Aims, Objectives and Assessment
**Aims**
- To provide an overview of the main issues, themes and theories in the archaeology of the early prehistoric Aegean.
- To ensure a familiarity with the material culture, imagery and texts of the period and alternative ways of interpreting them.
- To encourage a comparative approach to Aegean societies in relation to neighbouring societies in the Mediterranean with which they interacted.

**Objectives**
On successful completion of this course you should have gained an overview of the major developments and interpretative issues in early Aegean prehistory, as well as the data that underpin them, within the date-range covered by the course. You will be aware of, and be able to engage in, critically informed discussion of central problems such as the origins of farming communities, the emergence of the state-level societies on Crete, and the role of eastern Mediterranean societies in Aegean cultural developments. You will also be familiar with thematic issues involving the interpretation of the Aegean material record, such as analysis of settlement patterns, economic organisation, cult and ideology. You will understand the models of change proposed and will be able to recognise, and know the social significance of, a range of Aegean material culture.

**Learning Outcomes**
At the end of the course, you will have improved your critical skills in reading and debate through assessment and evaluation of alternative interpretations, and recognised the linkages between data, methods and ideas in archaeological interpretation. You will be able to apply methods and theories in archaeological and anthropological analysis to a specific regional database, broadened your experience in integrating a variety of evidence from different disciplines into overall interpretations, and developed your proficiency in setting out information and ideas clearly in written form.

**Coursework**
**Assessment tasks**
The assessed coursework consists of two essays, each of c. 2,500 words. Both assessments should be presented according to the guidelines available on the Institute intranet (<http://www.ucl.ac.uk/archaeology/administration/students/handbook>) and in your Degree Handbook. The purpose of the assessments is to demonstrate your understanding of the issues and the relevant Aegean data, so descriptions of evidence should be concise and focused on what needs to be presented to explicitly answer the question set. You are encouraged to include illustrations if relevant to making your argument clearly; general background illustrations are not necessary.

Choose one essay title from each of the two groups listed below. Readings should be drawn as appropriate from the relevant session bibliographies, though should not be limited to those sources. Additional readings are organised thematically on the course Moodle site.

**Essay 1:**

1. Compare and contrast the evidence for the social organisation of Early Bronze Age societies in two of the following areas (i) southern mainland Greece, (ii) the Cyclades, (iii) Crete.
2. What are the differences between a revolution and an evolution model for state formation on Crete? What evidence supports each? Is this debate now dated?

3. What is the *International Spirit*? How can it be defined archaeologically? What role interaction plays for the understanding of the 3rd millennium Aegean?

4. What are the historical academic biases in the study of the south Aegean and how are they still affecting the archaeology of the region today? Use two examples to structure your answer

5. What the debates on Cretan State formation can tell us more generally about the appearance of complex social organization in human history?

6. Reconstruct or not? Critically assess the role of Arthur Evans in constructing the idea of the Minoans: use two specific case-studies to illustrate your view.

*Essay 2:*

1. Compare the economic or/and political organisation of Crete during the Protopalatial and Neopalatial periods.

2. What are the main characteristics of Minoan religion?

3. How the study of Linear A, albeit undeciphered, can help in the understanding of Neopalatial Crete?

4. Does the concept of ‘minoanisation’ help or hinder our understanding of relations between communities in Crete and the rest of the southern Aegean in the first half of the 2nd millennium BC?

5. Can we understand the significance of Aegean wallpaintings to a Bronze Age viewer? Use specific images from one site as an example in your answer.

6. Why does the absolute date of the eruption of the Thera volcano matter?

7. Is the notion of ‘collapse’ helpful to explain the end of Neopalatial Crete?

8. Why the Study of Minoan Crete matters today? Explore specific examples

9. Are ‘Mycenaean’ and ‘Minoan’ useful labels? Do they help in the understanding of the LM II transformations?

The proposed deadlines for the assessed essays (to be confirmed in the first session) are:  
*Friday 21st February 2020*  
*Friday 3rd April 2020*

If any changes need to be made to these or other course arrangements, these will be communicated by e-mail. It is essential that you consult your UCL e-mail regularly.
If you are unclear about the nature of an assignment, you should discuss this with the Course Co-ordinator.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, you may, in advance of the deadline for a given assignment, submit for comment a brief outline of your planned approach to the assignment.

**Coursework content**

Your essays need to directly address the question set. If you think your approach may be somewhat tangential, discuss your planned approach with the course co-ordinator. Like almost any satisfactory piece of academic writing, your essays should present an argument supported by analysis. Typically your analysis will include a critical evaluation (not simply description) of the principal or most relevant previous ideas and arguments relevant to the question, and develop your own reasoned argument, supporting, critiquing, or combining elements of earlier scholarship, or developing a new perspective or synthesis. You should draw upon readings from multiple seminars, examine some of the primary literature in addition to secondary literature and use references to that literature to support your assertions.

Please see the general notes in your degree handbook (also available on the IoA website) concerning coursework originality, plagiarism, presentation, referencing, anonymity, submission, use of Turnitin, penalties for late submission, extensions, assessment, grading, return of marked coursework, re-submission, and return for second-marking.

**Word counts**

The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

**Essay 1: 2,500 words, max. 2,625**

**Essay 2: 2,500 words, max. 2,625**

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

In the 2019-20 session penalties for overlength will be as follows:

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

**Coursework submission procedures**

All coursework must normally be submitted **both as hard copy and electronically**.
You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work).

All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.

Please note that the procedure has changed for 2019-20, and work is now submitted to Turnitin via Moodle.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document. Please include the module code and your candidate number on every page as a header.
2. Go into the Moodle page for the module to which you wish to submit your work.
3. Click on the correct assignment (e.g. Essay 1),
4. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 Essay 1). Note that this changes each year.
5. Click “Upload”.
6. Click on “Submit”
7. You should receive a receipt – please save this.

If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact course and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Course Coordinator that you had attempted to submit the work before the deadline.
3. Course syllabus and teaching schedule

Lectures and classes
The standard weekly sessions take place on Mondays 10.00-12.00 during Term II, in Room 410.

Session 1: January 13
Aegean space, time and environments.

Aegean societies need to be understood in relation to the space and environment that they were shaped by and which they in turn shaped. This lecture sets out the main elements of the Aegean region, its climates and ecologies, emphasising both the constraints and opportunities that these entail. It also establishes the chronological framework for the course, looking at how Aegean time has been measured, and at the terminologies in use. Chronology is heavy going and steeped in controversy, but do not get bogged down: it is more important to maintain a grasp of the overall scheme than to enter the intricacies of a particular problem. In Lecture 18 we return to chronology in the context of the debate over the date of the eruption of the Thera volcano, and its implications. For any students who are unfamiliar with dating techniques in archaeology, A.C. Renfrew and P. Bahn’s standard textbook *Archaeology: Theories, Methods and Practice* has a good summary of the key principles.

Essential


Recommended
*Chronology*


**Environment and ecology**


Forbes, H. 1992. 'The ethnoarchaeological approach to Greek agriculture.' In B. Wells (ed.) *Agriculture in Ancient Greece*:87-104. [Main ANCIENT HISTORY QUARTOS P 67 WEL]


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**Session 2: January 13**

Is 'Minoan' the right word? Biases in the study of the Aegean Bronze Age.

The Aegean Bronze Age is an old discipline that has accumulated many biases and assumptions over the years, while at the same time providing rich and complex datasets that have approached with increasingly sophisticated theoretical frameworks. How does this impact the discipline? The lecture looks at how the Aegean's significance in the wider world has been understood by archaeologists writing over the last hundred years.

**Essential**


Recommended


Childe, V.G. 1957. The Dawn of European Civilisation (6th edition): chapter 2 (also 3-5 if time). [ISSUE DESK IoA CHI 9 and 13; DA 100 CHI] The diffusionist approach; be wary, details and dates have changed (in many cases radically) since he wrote, so read this for the way in which he is seeing the Aegean within its wider context, rather than for the archaeological details.


Morris, I. 2000. Archaeology as Cultural History: Chapter 2, 37-76.


Renfrew, A.C. 1972. The Emergence of Civilisation: The Cyclades and the Aegean in the Third Millennium BC: chapters 1-4, which outline Renfrew's approach. [TC 498; ISSUE
In reaction to Childe, Renfrew stresses the developmental autonomy of Aegean civilisation, using a systems approach to explain the rise of complexity as an endogenous process. You will read more of this work as we move into the EBA; for now, explore how he conceives of social change and casts doubt on the primary role of the Near East.


Sherratt, A. 1993. 'What would a Bronze Age world-system look like? Relations between temperate Europe and the Mediterranean in late prehistory.' Journal of European Archaeology 1:1-57. [INST ARCH Pers] Sherratt emphasises the insufficiencies of Renfrew’s model, and returns to connections with the East and the location of the Aegean relative to Europe. Although indebted to Childe, he understands linkages not in terms of diffusion but in the guise of a world-system, in which economic and cultural interactions generate change.

Session 3: January 20
Neolithics: taming of a fragmented landscape.

Although Aegean prehistory has devoted most attention to its later phases, the hunter-gatherer past stretches back over 200,000 years, and even the Neolithic encompasses four millennia. This lecture explores the deep-time backdrop to the Bronze Age, with specific emphasis on the beginnings of farming, as well as the cultural and social diversity of the Neolithic societies that flourished in the Aegean, and their trading relations within and beyond the Aegean.

Essential


Recommended
Palaeolithic


Mesolithic

Neolithisation


Hofmanova et al. 2016 Early farmers from across Europe directly descended from Neolithic Aegeans. *PNAS* 113(25) 6886-6891


Perles, C. 2003. 'An alternate (and old-fashioned) view of Neolithisation in Greece.' *Documenta Praehistorica* 30:99-114. [INST ARCH Per]

Perles, C. 2005. 'From the Near East to Greece: let's reverse the focus - cultural elements that didn't transfer.' In C. Lichter (ed.) *How did farming reach Europe?* (BYZAS 2) Istanbul:275-90.


**Neolithic**


Cavanagh, W. 2004. 'WYSIWYG: settlement and territoriality in southern Greece during the Early and Middle Neolithic periods.' *Journal of Mediterranean Archaeology* 17:165-89. <www>

Halstead, P. 2006. 'Sheep in the garden: the integration of crop and livestock husbandry in early farming regimes of Greece and southern Europe.' In D. Serjentson and D. Field (eds) *Animals in the Neolithic of Britain and Europe*:42-55.


Halstead, P. 1999. 'Neighbours from Hell? The household in Neolithic Greece.' In P. Halstead (ed.) *Neolithic Society in Greece*. (Sheffield Studies in Aegean Archaeology 2) Sheffield:77-95.


Halstead, P. 2006. What's ours is mine? : village and household in early farming society in Greece. [ISSUE DESK IoA HAL; INST ARCH DAE 100 HAL]


The transition between the Neolithic and the EBA
Barrett, J. and P. Halstead (eds) 2004. The Emergence of Civilisation Revisited (Sheffield Studies in Aegean Archaeology 6) Oxford. (Especially Preface and chapters by Cherry, Halstead, Renfrew and Whitelaw.)


Halstead, P. 2004. 'Life after Mediterranean polyculture: the subsistence subsystem and the emergence of civilization revisited.' In J. Barrett and P. Halstead (eds) *The Emergence of Civilisation Revisited.* (Sheffield Studies in Aegean Archaeology) Oxford:189-206. [ISSUE DESK IoA BAR 19; INST ARCH DAG 100 BAR]


Isaakidou, V. 2006. 'Ploughing with cows: Knossos and the secondary products revolution.' In D. Serjentson and D. Field (eds) *Animals in the Neolithic of Britain and Europe.* Oxford:95-112.


Pullen, D. 1992. 'Ox and plow in the Early Bronze Age Aegean.' *American Journal of Archaeology* 96:45-54. <www>


Session 4: January 20

*Fieldwork in the Aegean: Archaeologists' paradise?*

Session 5: January 27

**EBA comparative perspectives: the Greek mainland and the Cyclades.**

Many of the overall characteristics of EBA change outlined in the previous lecture can be exemplified and refined by comparative examination of regional patterns on the southern Greek mainland, and in the eastern Aegean and western Anatolia including at the site of Troy. Comparison between these regions also forces us to ask whether any distinctions point to differing emphases in modern investigation or in EBA behaviour and social trajectories, the latter potentially linked to contrastive locations with respect to the world beyond. Key issues are settlement size, monumental buildings, craft specialisation and conspicuous metallurgy as indices of change.

**Essential**


**Recommended**

**Southern Greek mainland**


Pullen, D. 2003. 'Site size, territory, and hierarchy: measuring levels of integration and social change in Neolithic and Bronze Age Aegean societies.' In K. Foster and R. Laffineur (eds) METRON. Measuring the Aegean Bronze Age. (Aegaeum 24) Liège:29-36.

Pullen, D. 1994. 'A lead seal from Tsoungiza, ancient Nemea, and Early Bronze Age Sealing Systems.' American Journal of Archaeology 98:35-52. <www>


The eastern Aegean and western Anatolia
Antonova, I., V. Tolstikov and M. Triester 1996. The Gold of Troy: Searching for Homer's Fabled City. (For images.) [AD 10 SCH]


Blegen, C.W. 1963. Troy and the Trojans (Chapters 2-5; dated since the start of the new excavations but still the best introductory overview.)

Cevik, O. ‘The emergence of different social systems in Early Bronze Age Anatolia: urbanisation versus centralisation.’ Anatolian Studies 57:131-40. <www>


Kouka, O. 2013. Against the gaps: the Early Bronze Age and the transition to the Middle Bronze Age in the northern and eastern Aegean/western Anatolia. AJA 117:569-80.


The Cyclades


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**Aegean trade**


Carter, T. 1998 'Reverberation of the International spirit: Thoughts upon 'Cycladica' in the Mesara.' in K. Branigan (ed.) *Cemetery and Society in the Aegean Bronze Age* (Sheffield Studies in Aegean Archaeology 2.) Sheffield.


Dimopoulou-Rethemiotaki, N., D. Wilson and P. Day. 2007. 'The earlier Prepalatial settlement of Poros-Katsambas: craft production and exchange at the harbour town of


**Metals**


The end of the EBA


Kouka, O. 2013. Against the gaps: the Early Bronze Age and the transition to the Middle Bronze Age in the northern and eastern Aegean/western Anatolia. AJA 117:569-80.


Pullen, D. 2013. Bridging the gaps in cultural change within the Early Bronze Age Aegean. AJA 117:545-53.


Session 6: January 27
EBA comparative perspectives: Crete.
Continuing our survey of EBA diversity, we anticipate that Crete will be different from the other regions examined, but does this account for the subsequent divergence which resulted, ca. 2000 BC, in the emergence of the first palatial Aegean societies? An overview will be presented of the nature of the evidence available, both settlement-based and mortuary, and how it has been interpreted.

**Essential**
Tomkins, P. and Schoep, I. 2010. 'Early Bronze Age: Crete.' In E. Cline (ed.) The Oxford Handbook of the Bronze Age Aegean (ca. 3000-1000 BC). Oxford:66-82. [ISSUE DESK IoA CLI 2]

**Recommended**
Carter, T. 1998 'Reverberation of the International spirit: Thoughts upon 'Cycladic' in the Mesara.' in K. Branigan (ed.) Cemetery and Society in the Aegean Bronze Age (Sheffield Studies in Aegean Archaeology 2.) Sheffield.


Hamilakis, Y. 1998. 'Eating the Dead: Mortuary Feasting and the Politics of Memory in the Aegean Bronze Age Societies.' In K. Branigan (eds) Cemetery and Society in the Aegean Bronze Age. (Sheffield Studies in Aegean Archaeology 1) Sheffield:115-32.


Legarra Herrero, B. 2011. 'The secret lives of the Early and Middle Minoan tholos cemeteries: Koumasa and Platanos.' In J. Murphy (ed.) Prehistoric Crete. Regional and diachronic studies on mortuary systems. Philadelphia:49-84.


Sbonias, K. 1999 'Social development, management of production, and symbolic representation in Prepalatial Crete.' In A. Chaniotis (ed.) From Minoan farmers to Roman traders. Sidelights on the economy of ancient Crete. Stuttgart:25-51. [TC 2169; INST ARCH DAG 14 CHA]


Whitelaw, T. 2004. 'Alternative pathways to complexity in the southern Aegean.' In J. Barrett and P. Halstead (eds) *The Emergence of Civilisation Revisited.* Sheffield:232-56. [TC 2974; ISSUE DESK IoA BAR ; INST ARCH DAG 100 BAR]


Sessions 7: February 3rd
How did Crete became this interesting? Models for the emergence of the Minoan palace-states.

Approaches to explaining the development of the Minoan states are increasingly trying to define a middle ground, between the diffusionist and isolationist perspectives, recognising the interplay of local context and exogenous contacts, both within and beyond the Aegean. At the same time, there still remain significant contrasts between gradualist vs transformational models. Complicating the picture is increasing recognition of the diversity of developmental patterns within Crete. These debates will be reviewed.

Essential


Recommended


Legarra Herrero, B. 2011. 'The secret lives of the Early and Middle Minoan tholos cemeteries: Koumasa and Platanos.' In J. Murphy (ed.) Prehistoric Crete. Regional and diachronic studies on mortuary systems. Philadelphia:49-84.

Legarra Herrero, B. 2011. 'The secret lives of the Early and Middle Minoan tholos cemeteries: Koumasa and Platanos.' In J. Murphy (ed.) Prehistoric Crete. Regional and diachronic studies on mortuary systems. Philadelphia:49-84.


Tomkins, P. 2012. Behind the Horizon: Reconsidering the Genesis and Function of the 'First Palace' at Knossos (Final Neolithic IV–Middle Minoan IIB). In I. Schoep, P.
Session 8: February 3rd
Protopalatial Crete: an overview.

Protopalatial Crete has long been overshadowed by the better preserved and extensively exposed remains of the Neopalatial period at the major sites. Recently, recognising the need to explain both the emergence, and continuing development, of palatial systems, attention has begun to focus on the earlier phase, notably taking advantage of good preservation and extensive exposure at Mallia. We look at the major sites, the range of evidence available for Protopalatial society and culture, the economic foundations of the palatial institutions on a local and larger scale, and the construction of ideologies through the manipulation of material culture, ideology and symbols.

Essential

Recommended
Anastasiadou, M. 2016. Drawing the line. Seals, script and regionalism in Protopalatial Crete. AJA 120:159-93


Schoep, I. 2006. 'Looking beyond the first palaces: elites and the agency of power in EMIII-MMII Crete.' *American Journal of Archaeology* 110:37-64. [INST ARCH Pers]


**Seminar 9: February 10th**

**Seminar: Reconstructing the Minoans. Myths, tourism and national pride**

**Session 10: February 10th**

**First Scripts in Europe: Political economy and administration**

Protopalatial Knossos, Phaistos and Mallia are often taken to approximate to a 'peer polity' model, of equal, politically independent, yet culturally inter-related states. After the Neopalatial period, Linear B tablets reveal that much of the island was controlled from Knossos. But what of the Neopalatial phase, archaeologically the most prominent on Crete? Here, opinions are strongly divided. We explore alternative perspectives, involving analyses of settlement, architecture and material culture in regional context, as well as
the evidence for administrative practices and the appearance of the first script in Europe. Was writing a necessity in a complex administrative system?

**Essential**


**Recommended**


Decorte, Roeland P.-J. E. 2018. The First 'European' Writing: Redefining the Archanes Script. *OJA* 37.4


Knappett, C. and I. Schoep 2000. 'Continuity and change in Minoan palatial power.' Antiquity 74:365-71. <www>


Tsipopoulou, M. 2002. 'Petras, Siteia: the palace, the town, the hinterland and the Protopalatial background.' In J. Driessen, I. Schoep and R. Laffineur (eds) Monuments of Minos. Rethinking the Minoan Palaces. (Aegaeum 23) Liège:133-44.


Session 11: February 24th
Neopalatial Crete: an overview.

The Neopalatial period is the most thoroughly explored phase of Cretan prehistory, and that to which the majority of the architecture and museum material that is visible on the island today dates. Given that we spend the remainder of this term largely on this period, the aim of this lecture, and its readings, is to provide an initial overview of some of the main sites, debates and categories of material culture.

Essential
Younger, J. and Rehak, P. 2008. 'The material culture of Neopalatial Crete.' In C. Shelmerdine (ed.) The Cambridge Companion to the Aegean Bronze Age. Cambridge:140-64. [ISSUE DESK IoA SHE 16; DAG 100 SHE]

Recommended
Dimopoulou, N. 1997. 'Workshops and craftsmen in the harbour town of Knossos at Poros Katsambas.' in R. Laffineur and P.P. Betancourt (eds) TEXNH: Craftsmen,


Knappett, C. and I. Schoep 2000. 'Continuity and change in Minoan palatial power.' Antiquity 74: 365-71. <www>


Session 12: February 24th
Seminar: Knossos, palace, city and myth.

The first discovered of the Minoan palace centres, Knossos and its investigation has been central to our understanding of Minoan Crete since the first year of the 20th century. It is the largest of the Late Bronze Age palaces, and is the focal point of the largest Late Bronze Age palace complex.
Bronze Age community in the Aegean. This lecture will provide an overview of the site, assessing the evidence for its role as a demographic, social, political, ritual and economic centre.

**Essential:**


**Recommended:**


Evans, A.J. 1921-36. The Palace of Minos Vols 1-4 (the primary source, a period-piece).


Hägg, R. 1987 On the reconstruction of the west facade at Knossos. In, R. Hägg and N. Marinatos (eds.) The Function of the Minoan Palaces:129-134.


Hood, M.S.F. and W. Taylor 1981. The Bronze Age Palace at Knossos (British School at Athens Supplement 13):.


December 2001, Driessen, Jan, Ilse Schoep, and Robert Laffineur, eds. Liege: Université de Liège, Aegaeum 23. p. 35-54,

Session 13: March 13th
‘Minoanisation.’ Trade, power, colonization and networks in the southern Aegean and east Mediterranean.
In addition to close trading connections, marked Cretan influence is seen during the Neopalatial period on a range of social and technological traits in southern Aegean island communities. This ‘minoanisation’ has been variously explained through the acculturation of local societies or as indicative of Cretan colonies or rule, perhaps even the ‘thalassocracy’ mentioned in later Greek tradition. We explore the diversity of patterning on Thera, Melos, Kea, Rhodes and Kythera, and consider the most plausible explanatory models. We also will have a look at the growing links between Crete and the east Mediterranean and how these affected Minoan culture.

**Essential**


**Recommended**

**General**
Barber, R. 1987. *The Cyclades in the Bronze Age* (Chapter 7.)


Berg, I. 2007. *Negotiating Island Identities: The Active Use of Pottery in the Middle and Late Bronze Age Cyclades.* (Gorgias Dissertations 31.) Piscataway.

Branigan, K. 1981. 'minoan colonialism.' *Annual of the British School at Athens* 76:23-33. [www]


Renfrew, A.C. 1998. 'Word of Minos: the Minoan contribution to Mycenaean Greek and the linguistic geography of the Bronze Age Aegean.' *Cambridge Journal of Archaeology* 8:239-64. [TC 2185; <www>]


Akrotiri & Thera


Doumas, C. 1983. *Thera: Pompeii of the Ancient Aegean.* London. (Chapters 3-5.) [ISSUE DESK IoA DOU 2; INST ARCH DAG 10 DOU]


Knappett, C. and I. Nikolakopoulou 2008. 'Colonialism without colonies? A Bronze Age case study from Akrotiri, Thera.' *Hesperia* 77:1-42. <www>


Ayia Irini & Keos


Phylakopi & Melos


Kastri & Kythera


Broodbank, C. 2004. 'Minoanisation.' *Proceedings of the Cambridge Philological Society* 50:46-91. [TC 3539; Main CLASSICS Per]


The Dodecanese and the Eastern Aegean


Marketou, T. 1998. 'Excavations at Trianda (Ialysos) on Rhodes: New Evidence for the Late Bronze Age I Period.' *RendLinc* 9:39-82. [Institute of Classical Studies Periodicals]


Session 14: March 13th

The Aegean and the East Mediterranean: the start of something special

Essential


*The east Mediterranean*


**Session 15: March 15th**

**Art and ideology in Minoan Crete**

The Neopalatial period sees an explosion of imagery in palatial culture, notably in figural wallpaintings and seals, alongside an increasing prominence for evidence of ritual action. We look at how we can attempt to decode the meanings of prehistoric Aegean images, by looking at a series of examples, examine the role of images in projections of political or ritual power and also focus on the archaeology of cult, considering how we can attempt to investigate religious practices and belief.

**Essential**


**Recommended**


Hallager, E. 1985. The Master Impression (Studies in Mediterranean Archaeology 69.)


Herva, V.-P. 2006. 'Flower lovers, after all? Rethinking religion and human-environment relations in Minoan Crete.' World Archaeology 38:586-98. <www>


Koehl, R.B. 1986. 'The chieftain cup and a Minoan rite of passage.' JHS 106:99-110. <www>


Peatfield, A. 1990. 'Minoan peak sanctuaries: history and society.' Opuscula Atheniensia 17:117-31. [TC 533]

Rutkowski, B. 1986. Cult Places of the Aegean. (Chapter 4 for caves and 5 for peak sanctuaries.)

Session 16: March 16th
Seminar: Minoan art and iconography in the modern arts

Session 17: March 17th
The mainland transformed: the early Mycenaean world.

The absence of palaces, towns and states on the Middle Helladic mainland contrasts with contemporary Crete. Instead, the mainland is characterised by smaller settlements and a prominent burial record, including tumuli. Diversity is increasingly apparent, in ceramics, burial, and degrees of interaction with the southern Aegean. Towards the end of the period, changes in mortuary practices, demography, trade, craft production, and the deployment of iconography mark the transition to the early Mycenaean, ‘Shaft Grave’ period, in effect the late pre-palatial of the Greek mainland. This lecture looks at general aspects of the transition; Lecture 13b focuses on the Shaft Graves at Mycenae.

Essential


**Recommended**

**General on Aegean burial**


**Middle Helladic mainland**


Philippa-Touchais, A., G. Touchais, S. Voutsaki, and J. Wright (eds) Mesohelladika. The Greek Mainland in the Middle Bronze Age. (BCH Suppl. 52.) Athens.


Wright, J. 2010. 'Towards a social archaeology of Middle Helladic Greece.' In A. Philippa-Touchais, G. Touchais, S. Voutsaki, and J. Wright (eds) Mesohelladika. The Greek Mainland in the Middle Bronze Age. (BCH Suppl. 52.) Athens:803-15. [TC XXX; INST ARCH DAE 100 PHI]

**Transition to Mycenaean**


Shaft Grave period trade

Cadogan, G. and Kopaka, K. 2010. 'Coping with the offshore giant: Middle Helladic interactions with Middle Minoan Crete.' In A. Philippa-Touchais, G. Touchais, S. Voutsaki, and J. Wright (eds) MESOHELLADIKA: The Greek Mainland in the Middle Bronze Age [BCH Supplement 52] Paris. 803-815. TC ARCH library
Session 18: March 23
Two catastrophes: the Theran eruption and the end of Neopalatial Crete.

Thera’s eruption in the mid-2nd millennium BC is central to two great debates in Aegean archaeology. One concerns its implication in the end of Neopalatial Crete (attested by many destructions in LM IB). The other concerns Aegean absolute chronology, for Theran and other chronometric data may argue that traditional chronologies are too low (i.e. late) by ca. 100 years. We explore these issues and look at alternative explanations for the Cretan destructions, finally sketching an outline of Crete’s subsequent development, and notably the rise of a major polity based at Knossos that kept records in a new, Greek, script, known as Linear B.

Essential

Recommended

The nature and date of the Theran eruption, and its wider implications


Driessen, J. and C. MacDonald 1997. The Troubled Island: Minoan Crete Before and After the Santorini Eruption (Aegaeum 17.) Liège. (Especially Chapters 4-6.) [TC 2187]


*Crete after LM IB*
Bennet, J. 1985. 'The structure of the Linear B administration at Knossos.' American Journal of Archaeology 89:231-49. [TC 540; <www>]


Preston, L. 2008. 'Late Minoan II to IIIB Crete.' In C. Shelmerdine (ed.) The Cambridge Companion to the Aegean Bronze Age. Cambridge:310-26. [ISSUE DESK IoA SHE 16; DAG 100 SHE]

Session 19 March 24th
Minoans becoming Mycenaeans?

The traditional narrative indicates that Crete was conquered by Mycenaean groups around LM II, as the island remained weakened after the Theran catastrophe. This is becoming a problematic narrative that uses stark ethnic labels that do not fit with the increasingly complex understanding of the record. The lectures explores the LM II period as a interesting case study of cultural interactions and mixing of social and ideological elements that ended in major innovations on the island of Crete.

Essential


Recommended

Crete


Nafplioti, A. 2008. ‘Mycenaean’ political domination of Knossos following the Late Minoan IB destructions on Crete: negative evidence from strontium isotope ratio analysis (87Sr/86Sr). *JAS* 35.8. p. 2307-2317


**Session 20: March 24th**

**Conclusions**
4. ACADEMIC RESOURCES
General readings
This list is intended to help you to become familiar with the scope of the subject and some of the questions and sites that we shall be exploring. The books are readable, largely up-to-date, and do not require prior knowledge. You will find the course easier to follow and more stimulating if you have read a few before we start, or soon after we begin. Reading for specific topics is listed for each session.

Introductory volumes:
Dickinson, O.T.P.K. 1994. The Aegean Bronze Age. (Long the standard textbook, divided by themes rather than periods.) [ISSUE DESK IoA DIC; DAE 100 DIC]
Warren, P.M. 1989. The Aegean Civilisations. (Revised edition; short book-length introduction.) [ISSUE DESK IoA WAR; DAG 10 Qto WAR; YATES Qto A 22 WAR]

Recent short surveys of the field

Historiographical surveys
Fitton, J.L. 1995. The Discovery of the Greek Bronze Age. [DAE 100 FIT]

Surveys of Aegean art and related material
Betancourt, P. 2007. Introduction to Aegean Art. [DAG 300 BET]

Pottery handbooks
The following UK museums have major holdings of prehistoric Aegean material:

- British Museum: the Aegean gallery to the left of the main entrance.
- Fitzwilliam Museum, Cambridge: more modest but useful if you are in the area.
- In addition, there is a small collection of material held within the Institute, some on display in the Leventis Gallery on the ground floor.

Additional resources on the prehistoric Aegean

The American Journal of Archaeology published seven reviews of Aegean prehistory, region-by-region. These are excellent sources of information and have been brought together and importantly, each up-dated with an addendum, in T. Cullen (ed.) 2001 Aegean Prehistory: A Review (American Journal of Archaeology Supplement 1) [ISSUE DESK CUL 4; DAG 100 CUL]. The original individual reviews are listed below, and can be accessed in the journal [STORES], or on the web. Those most relevant to the coverage of this course are asterisked.


Overall bibliographies with topic-oriented subdivisions


Nestor, produced by the Department of Classics at Cincinnati, is a monthly list of publications in Aegean prehistory and related areas. It is available as an extremely useful on-line searchable cumulative index (see below) for 1956-2008. The issues for 2009-11 can be down-loaded from: <http://classics.uc.edu/nestor/index.php/issues>.
Site gazetteers
Bibliographies for many sites may be chased through the now dated but still useful volumes produced by Noyes Press:
4. Additional Resources:

General sites with useful links are:
Aegean Prehistory: lots of relevant links: http://www.geocities.com/andreavi/frame.htm
Hellenic Ministry of Culture: http://www.culture.gr/ links for individual sites and museums.
Nestor: http://classics.uc.edu/nestor/ site with links and bibliographic database search.
Kapatija: http://www.people.ku.edu/~jyounger/Kapatija/ is a collection of web links, relevant to Aegean prehistory, Classics, and Near Eastern Archaeology.
Perseus: http://www.perseus.tufts.edu/ a Classics teaching resource; maps and images.
INSTAP East Crete Study Centre: http://www2.forthnet.gr/instapec/.

Jeremy Rutter has introductory material by topic for his Dartmouth College undergraduate course available at: http://www.dartmouth.edu/~prehistory/aegean/. Each lesson/topic has attached a useful bibliography and range of images.

The Nestor website has a search facility http://classics.uc.edu/nestor/index.php/nestorbib which can be extremely useful for finding references for Aegean publications from 1956-2008; it is not comprehensive, but is strong for the English language literature, and can be searched by author, title words, journal, book title or year. It adds 500-800 publications per year. The issues for 2009-13 can be downloaded from: <http://classics.uc.edu/nestor/index.php/issues>. It also has a set of links to other resources and site/project web-sites.

Studies in Mycenaean Inscriptions and Dialect: A collection of resources on Aegean scripts: http://paspserver.class.utexas.edu/

5 ADDITIONAL INFORMATION

INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning modules and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/
It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your module co-ordinator.
GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Module Coordinators are not
permitted to grant extensions. All requests for extensions must be submitted on an appropriate UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special arrangements. Please see the IoA Student Administration section of Moodle https://moodle.ucl.ac.uk/ for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/