

CLARCH855: Connectivity, Mobility, and Global Networks in the Ancient Western Mediterranean



Winter 2018
University of Michigan
Department of Classical Studies

Instructor: Prof. Linda Gosner (lgosner@umich.edu)

Meeting Times: Friday, 10 am-1 pm

Location: 2038 Tisch Hall (435 S. State Street)

Office Hours: Tuesdays, 2-4 pm and by appointment

Office Location: 2029a Tisch Hall (435 S. State Street)

Course description: The topics of connectivity, mobility, and movement are particularly significant for archaeologists working in the Mediterranean today, as the world is witnessing mass movements of people across the sea out of war-torn and impoverished zones. As is becoming increasingly clear through the work of archaeologists and historians (e.g., Horden and Purcell, Broodbank, van Dommelen, Hodos), the Mediterranean has always been a place that fostered connections through the movements of materials, people, and ideas. Concepts such as connectivity, globalization, mobility, migration, and networks have come to dominate scholarship on this topic. In this course, we will discuss these varied theoretical and material approaches through an exploration of case studies from the ancient Western Mediterranean. Our focus will be on the trade, colonization, and conquest undertaken by the Phoenicians, Greeks, Carthaginians, and Romans from the 1st millennium BCE through the Late Roman period in the west. We will also discuss small-scale, local, and regional connections that are sometimes obscured in scholarship focusing on the macro-scale. By the end of this course, students will be familiar with the large body of archaeological evidence from the ancient Western Mediterranean, as well as methods and theoretical approaches related to connectivity that are applicable to evidence from other times and places.

Learning Goals: By the end of this course you will...

- Gain a broad understanding of the archaeology and history of the ancient western Mediterranean.
- Gain a broad understanding of theoretical and methodological approaches to connectivity, mobility, and globalization in archaeology.
- Gain experience reading and critiquing new books at a professional level.
- Gain experience researching and writing a targeted journal article.

Course Structure: This is a graduate-level seminar with one 3-hour meeting per week. Most classes will consist of group discussion of pre-assigned readings. There will be lectures and student presentations during some sessions. Occasionally, we will also have interactive sessions at the Kelsey Museum or work with online digital resources that will require a laptop.

Please note these important dates:

- January 24-25** - FAST Lecture and guest seminar by Manuel Fernández-Gött
- February 1 and 15** – Site report presentations
- February 22-April 5** – Book review presentations
- February 28** – Final paper abstract due
- March 14** – Preliminary bibliography 1 and journal selection due
- March 29** – Preliminary bibliography 2 and updated abstract due
- April 12** - Cover letter due
- April 19** – Final paper presentations
- April 24** – Final papers due

Readings: Most readings will be posted as PDFs on the course Canvas. There are several books that we will make use of frequently and these be useful to purchase, get from inter-library loan, or download completely (in the case that they are available through UM Library). These include:

- Hodos, Tamar, ed. 2016. *Routledge Handbook of Archaeology and Globalization*. New York: Routledge.
- Ligt, Luuk, and Laurens Ernst Tacoma, eds. 2016. *Migration and Mobility in the Early Roman Empire*. Leiden: Brill.
- Pitts, Martin, and M. J. Versluys, eds. 2014. *Globalisation and the Roman World: World History, Connectivity and Material Culture*. Cambridge: Cambridge University Press.

REQUIREMENTS AND ASSESSMENT:

Attendance and Participation.....	40%
Weekly Reading Responses (20%)	
In-Class Attendance and Participation (20%)	
Site Report and Presentation.....	10%
Book Review and Presentation.....	10%
Final Article-Length Paper and Presentation.....	40%

Attendance and Participation (40%): As with any graduate seminar, attendance and active participation in class are crucial to individual student success and to quality discussion during class. Please come on time and be prepared to discuss the readings and—when applicable—to present. Students will take turns leading discussion on assigned articles (which should include a discussion of the author biography and any other relevant information, such information about the context of written pieces or PowerPoints of images that will aid our conversation). Notify the instructor ahead of time when you anticipate an absence. **Regular attendance and in-class participation** will count for 20% of the grade.

In order to facilitate discussion and make the readings more useful to everyone in the long-term, each student will also submit **weekly reading responses** (worth 20% of the overall course grade).

These should be submitted before each class session via Canvas. Content of this assignment will vary from week to week, but will typically include:

- 1) Always: a short summary and critique of each assigned reading.
- 2) Always: bibliography list of 2-5 articles or books. These should be sources cited in the bibliography of assigned readings that seem critical to the argument, readings that present opposing viewpoints to the articles under discussion, or articles that you've found on related topics that you would like to read, etc. Please use the Chicago author-date formatting. The purpose of this to build a bibliography of key readings that will be useful for this class (and future research). It will be collated and shared among class participants.
- 3) Sometimes: A biography of the article's author(s), including their institution, training, main research interests, and other publications. This will help contextualize the intellectual threads presented in assigned readings.
- 4) Sometimes: Short answers to questions aimed at helping us synthesize or contextualize paired readings.

Site Report and Presentation (10%): One goal of the course is for students to come away with basic knowledge of major archaeological sites in the western Mediterranean. To facilitate this, each student will select one site to present to the class (c. 20 minutes). Any site of significance in the 1st millennium BCE - late Roman periods in the west is fair game. These may be sites of colonial foundation (Greek, Phoenician, Punic, Roman) or indigenous sites. Feel free to choose sites with data that may be incorporated in to the final paper assignments (or not!). Presentations will consist of a PowerPoint and oral presentation, which should present regional maps, site plan(s), and photographs of architecture and/or objects from each locale. To accompany each presentation, students should prepare a handout for the class that provides key information about the site and its history, essential bibliography, as well as maps and images. These will take place February 1 and 15.

Book Reviews (10%): Each student will choose one book to write a review about and present to the class. Preferably, this will be a single-authored monograph written in the past decade that deals in depth with a topic, theme, or region covered in class. Edited volumes or older, influential books may be chosen with the permission of the instructor. Choose as early as possible and confirm your book with the professor, since there should be no overlap in reviewed books. The written review should follow the guidelines of the Bryn Mawr Classical Review. Please limit text (including any footnotes) to 2000 words. For more details, see: <http://bmcr.brynmawr.edu/review.html>. This is also a fantastic place to look for book lists of recently published books in classics, and to subscribe to in order to become accustomed to reading reviews on new scholarship. The in-class presentation should consist of a PowerPoint and oral presentation that presents and summarizes the main arguments of the book, discusses its strengths and weaknesses, and contextualizes the research in current scholarship. Presentations will take place throughout the semester (between February 15th and April 5) and a sign-up sheet will be circulated in the first weeks of class. Book reviews are due the week that they are presented.

Final Article-Length Paper and Presentation (40%): The culminating assignment for this class will be an article-length paper. Topics should be chosen in consultation with the instructor. Each final paper must have a clear research question, a clear theoretical framework, and incorporate material evidence from the western Mediterranean. Part of the goal of this assignment is to gain experience writing targeted articles for journals in our field and to practice following the guidelines and procedures for journal article submission. Therefore, each paper should be written with a

specific journal in mind and following the author guidelines for the publication (including citation format and general style guidelines). Word count requirements may be modified to accommodate longer papers in cases where journals restrict articles to 5,000 words or less, however (papers are expected to be in the range of 6,000-8,000 words). Example choices include the Journal of Roman Archaeology, the Journal of Mediterranean Archaeology, European Journal of Archaeology, Antiquity, the American Journal of Archaeology, and the Journal of Field Archaeology. Feel free to choose venues not on the list! The assignment will have several stages as well as in-class peer review and discussion throughout the semester. They are broken down as follows:

Step 1: Abstract (**February 28**) (2%)

Submit a c. 250 word abstract of your article to Canvas. The abstract should compellingly introduce your research idea, incorporating discussion of the theoretical or methodological framework and the types of data you will use. We will discuss and peer-edit these in class the following day. Have two ideas? Submit two and we can discuss which has the most potential.

Step 2: Journal decisions; Preliminary annotated bibliography 1 (**March 14**) (3%)

In a short paragraph, name your targeted journal and provide a brief discussion about why your topic fits into that publication. In addition, submit a short annotated bibliography focused on the material/visual/archaeological/epigraphic/historical evidence that your article will focus on (about 5-10 sources, depending on the topic). This should be an opportunity to get a solid grasp on the state of the field in which you are trying to make an intervention through the article. Annotations can be short descriptions below each bibliographic entry or more synthetic discussions of the sources in paragraph form, whichever is more useful to you at this stage. We will discuss and peer-edit these in class the following day.

Step 3: Updated abstract; Preliminary annotated bibliography 2 (**March 29**) (3%)

Submit an updated and revised article abstract (c. 250-400 words) taking into consideration your peer feedback and the new research you have done. In addition, submit an annotated bibliography focused on the theoretical and/or methodological approach that your article will take. Take this as an opportunity to do a literature review on the foundational as well as the most current work on the topic and/or as successful applications of this approach. As with the first bibliography, annotations can take the form of short descriptions below sources or a more robust synthetic discussion. We will discuss and peer-edit these in class the following day, so be thinking about how the final papers will take shape.

Step 4: Cover letter (**April 12**) (2%)

Write a short cover letter to the editors of your selected journal that briefly introduces yourself, explains the topic of your article, discusses the scholarly significance of the research, makes an argument for journal fit, and provides the names of 3 potential reviewers.

Step 5: Final Presentation (**April 19**) (10%)

The final day(s) of seminar will be dedicated to paper presentations. Each presentation should last approximately 20 minutes and should explain the research questions, evidence, and general conclusions. They should be illustrated with a PowerPoint with appropriate maps and images.

Step 6: Final Paper (**April 24**) (20%)

Submit your article. The submissions should include: the cover letter, the final abstract, the article itself, bibliography, and illustrations.

Course Writing Guidelines: All written assignments should be turned in to Canvas electronically. Do not email papers or turn in paper copies! Include your name, the date, and follow instructions for specific word counts for each assignment. Proper citations and bibliography should be included where appropriate. Please use the [Chicago Manual of Style](#) (author-date) format for all bibliographies (www.chicagomanualofstyle.org) unless otherwise noted (e.g., use journal mandated styles for the final paper). Students are strongly encouraged to use citation managers such as Endnote, Mendeley, or Zotero. Writing will be graded on the quality of research, strength of argument, organization, and style. Rubrics for specific assignments will be provided.

Grading: A+ (98-100), A (93-97%), A- (90-92%), B+(87-89.9%), B (83-86%), B-(90-82%), C+ (77-79.9%), C (73-76%), C- (70-72%), D+(67-69.9%), D (63-66%), D- (60-62%), E (below 60%).

Late Assignments: Late assignments will receive a 5% reduction per day on the final grade of the assignment. Please note that final papers must be turned in on time in order to avoid an incomplete in the class. Missed in-class activities and discussion cannot be made up except under extraordinary circumstances and by prior arrangement. Students who require an extension as result of sickness or other scheduling conflicts should notify the professor and provide a doctor's note.

Academic Integrity: The LSA academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.

For more resources on LSA academic integrity policies see:

<https://lsa.umich.edu/lsa/academics/academic-integrity/resources-for-students.html>

ACADEMIC AND STUDENT SUPPORT:

Office Hours: Students are encouraged to visit office hours with any questions about the course content or assignments. No appointment is necessary during regularly schedule office hours and alternate times are available upon request. The professor is also available for questions over email.

Accommodations and Accessibility: The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Request for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is [734-763-3000](tel:734-763-3000). Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to the professor at the beginning of the term, or at least two weeks prior to the need for the accommodation.

Health Resources: The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at [\(734\) 764-8312](tel:734-764-8312) and caps.umich.edu during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at [\(734\) 764-8320](tel:734-764-8320) and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>. For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/>.