

# AHIS 201 DIGGING INTO THE PAST

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Mon, Wed 10:00-11:50, MRF 340

This course is an introduction to the ancient world by way of its art, archaeology, and material culture. In antiquity – as in the present day – people used stuff. Some of this stuff, such as drinking cups or coins, were part of one’s everyday experience. Other items, such as weapons or pyramids, only played a role on special occasions. By studying the stuff that people left behind, we are able to understand various aspects of their lives, from what they ate and drank to how they believed the universe worked. Beginning in the European Stone Age, we will then examine ancient Egypt, the Near East, Greece and Rome, with regular detours to Persia. We will focus on objects and monuments, and on how we can use these objects to ask and answer questions about the past. We will also get firsthand experience with artifacts in USC’s Archaeological Research Collection.

## Goals

The goal of this course is for students to learn the following:

- The major sites and artifacts of the ancient world, from prehistory to the fall of the Roman Empire;
- How these sites and artifacts contribute to our understanding of the history and culture of the ancient world;
- To analyze different types of material evidence, including ceramics, architecture, inscriptions, and coins, and to use them to address research questions;
- To distinguish between interpretations of archaeological evidence and the evidence itself;
- How scholars write about ancient art and archaeology;
- Basic strategies and principles of museum exhibition;
- Firsthand familiarity with archaeological materials.

## Books

### Required Textbook

M. Stokstad and M. W. Cothren, *Art History: Volume A* (6<sup>th</sup> edn., Pearson, 2018)

**\*\*Abbreviated ‘S&C’\*\***

*This book is available at the USC bookstore or directly from Pearson through Revel.*

### Additional Bibliography (for reference only)

Prehistoric Art:

M. Lorblanchet and P. Bahn, *The First Artists: In Search of the World's Oldest Art* (Thames and Hudson, 2017)

Egypt:

K. A. Bard, *An Introduction to the Archaeology of Ancient Egypt* (2<sup>nd</sup> edn., Wiley Blackwell, 2015)

G. Robins, *The Art of Ancient Egypt* (rev. edn., Harvard University Press, 2008)

Near East:

Z. Bahrani, *Mesopotamia: Ancient Art and Architecture* (Thames and Hudson, 2017)

P. Collins, *Mountains and Lowlands: Ancient Iran and Mesopotamia* (Ashmolean Museum, 2016)

T. Daryaee (ed.), *King of the Seven Climes: A History of the Ancient Iranian World (3000 BCE - 651 CE)* (Jordan Center for Persian Studies, University of California, Irvine, 2017)

**\*\*Abbreviated 'K7C'\*\***

Greece:

J. M. Barringer, *The Art and Archaeology of Ancient Greece* (Cambridge University Press, 2014)

R. T. Neer, *Greek Art and Archaeology: A New History, c. 2500-c. 150 BCE* (Thames and Hudson, 2011)

M. D. Stansbury-O'Donnell, *A History of Greek Art* (Wiley Blackwell, 2015)

Rome:

G. Clark, *Late Antiquity: A Very Short Introduction* (Oxford University Press, 2011)

F. S. Kleiner, *A History of Roman Art* (2<sup>nd</sup> edn., Cengage, 2017)

S. L. Tuck, *A History of Roman Art* (Wiley Blackwell, 2015)

## Assessment

### Participation in Section (10%)

Students are expected to participate intelligently in discussion section as much as possible. Exceptions will be made only in the event of religious observance, a commitment to an athletic team, or sickness; all such absences must be accompanied by suitable documentation. Even excused absences will make it difficult to properly internalize this material and students who miss class the least have the best expectation of succeeding in this class.

Some sections will be optional, and I will announce this ahead of time. In other sections I will collection class materials as evidence of participation.

### Map Quizzes (2.5% each, for a total of 10%)

There will be four quizzes over the course of the term. Each will test your knowledge of the geography of a certain region in the ancient world. A study guide will be available on Blackboard in advance of the quiz. **YOU CANNOT MAKE UP A MISSED QUIZ WITHOUT A DOCUMENTED EXCUSE.**

### Paper 1 (15%)

Paper 1 is a short (900-1200 words) comparison of kingship in Egypt and the Near East, using one object or monument from Unit 1, and another from Unit 2. Any object marked in the slides with an asterisk (\*) is an eligible subject for this paper. Further instructions will be provided in class.

### Paper 2 (25%)

For Paper 2 (2000-3000 words), students will design a small exhibition of ancient art that addresses a specific theme of your choice (I will provide suggestions in class). Your paper will include the following elements: 1.) description of your chosen theme; 2.) description (including physical characteristics, dates, and provenance if known) and discussion of at least five objects (either from class or from major museum collections – I will provide links) that you would include in your exhibition; 3.) floor plan of your gallery, indicating where each object would be displayed; 4.) a discussion of how your chosen objects and their mode of display will teach museumgoers about your theme. Further instructions will be provided in class.

### Exams (20% each, for a total of 40%)

Blue books are required for the exams. The exams will consist of definitions, identifications, and short essays. The definitions will be of key terms, including names, which have discussed in class or have appeared in the reading assignments. The identifications will be drawn from the lectures. Students will be expected to identify the author or creator, the date (to the century), the medium or type of object, and also to comment briefly on its historical significance. The essay questions will address major topics examined in class, and will spell out exactly what material to cover. The exams are non-cumulative.

Alternate exams will only be available in the event of a DOCUMENTED emergency. Since I am both the instructor and the teaching assistant for this course, I have relatively little time outside of our class periods. Therefore I highly recommend that you do your utmost to make it to the exams; I cannot promise you will be able to make them up if you miss them.

### Grading Policy

I will not normally change grades after the fact, save in cases of calculation errors. It is your responsibility to maintain your grade average at the level you desire. In exceptional cases I will consider offering an extra credit assignment, but poor performance in class does NOT constitute an exceptional case. If you are at all concerned about your grades in this course please come see me in office hours as soon as possible.

This is a humanities class, which means that there is not necessarily a single set of ‘right answers.’ If you receive a B or lower on an assignment or exam, I may be able to tell you where you went wrong (and will be happy to do so in office hours). If you receive an A, however, I it unlikely I will be able to tell you how you could have done better. I will, however, be willing to answer specific questions.

### **Office Hours**

I will hold office hours in **Taper Hall 324** on Mondays from 1:00 to 2:00 and Thursdays from 2:00 to 3:00. Office hours are subject to change! Please do not try to ask me questions after section, because I will need to go to my next section (or to my office hours). Instead, please come to office hours, where I will happily answer your questions as best I can.

### **Email Policy**

Students are welcome to contact me using the email address given on the first page. To make this process more efficient students should put the course number (AHIS 201) in the subject line. Students should allow up to twenty-four hours for a response, though normally they should have one within eight. Students should not expect responses in under three hours, at night, or on weekends.

Please always include a greeting of some kind in your email – even ‘Howdy,’ ‘Hey hey,’ or ‘Cowabunga’ is sufficient. It is extremely rude not to greet your correspondent, and I will not reply to emails that lack a greeting.

### **Accommodations**

All students with documented disabilities will be accommodated to the best extent possible. Please inform me as early as possible, by email or during office hours, if you believe you will require some form of special accommodation. I cannot guarantee requests made on short notice or those without appropriate supporting materials, though I shall do my best to provide all students with what they need to succeed.

**IT IS YOUR RESPONSIBILITY TO INFORM ME OF ANY ACCOMMODATIONS YOU MAY REQUIRE. YOU MUST INFORM ME OF YOUR NEED AT LEAST TWO WEEKS PRIOR TO THE DEADLINE OR EVENT IN QUESTION. YOU ALSO MUST PROVIDE ME WITH DOCUMENTATION OF YOUR ACCOMMODATION.**

### **Lizard Policy**

Any lizard brought to lecture or section **MUST** weigh at least 50 lbs. Smaller lizards will not be permitted and will adversely affect your grade for the course. Come see me in office hours if any aspect of this policy strikes you as odd.

### **Schedule of Classes, Assignments and Quizzes**

The class meets on Mondays and Wednesdays from 10:00 to 11:50 AM in the **Montgomery Ross Fisher Building 340**. Reading assignments are listed under the class by which they should be completed. The assignments from S&C are listed by chapter and/or section number, since this

reflect their organization on Revel. Often these reading assignments will have quizzes or writing exercises in them; you can ignore these. However, make sure you watch the videos. Other than those from S&C, all readings will be posted on the course website. **This schedule is subject to change!**

### Section Times and Locations

All sections meet on Thursday.

- 11870R-001: 12:00-12:50, SOS B47
- 11869R-001: 1:00-1:50, VKC 203
- 11871R-001: 3:00-3:50, SOS B37
- 11872R-001: 4:00-4:50, SOS B48

### Schedule

Mon 1/8: Introduction

Wed 1/10: The Stone Age

*Reading Assignment*

- S&C Chapter 1

Thurs 1/11 (Section): Course Preliminaries

*Reading Assignment*

- S&C Introduction

### Unit One: Egypt

Mon 1/15: Martin Luther King Day – No class!

Wed 1/17: The Old Kingdom

*Reading Assignment*

- S&C Chapter 3 (Introduction through Section 3.3)

Thurs 1/18 (Section): Art and Propaganda

#### **Quiz 1**

*Reading Assignment*

- W. Davis, “Narrative and the Narmer Palette,” in P. J. Holliday (ed.), *Narrative and Event in Ancient Art* (Cambridge University Press, 1993), 14-54

Mon 1/22: The Middle Kingdom

*Reading Assignment*

- S&C Chapter 3 (Section 3.4)

Wed 1/24: The New Kingdom

*Reading Assignment*

- S&C Chapter 3 (Section 3.5)

Thurs 1/25 (Section): No sections today!

Mon 1/29: The Late Period

*Reading Assignment*

- G. Robins, "The Late Period (I)," in *The Art of Ancient Egypt* (Harvard University Press, 2008), 210-229

## Unit Two: The Near East and Iran

Wed 1/31: Early Mesopotamia

*Reading Assignment*

- S&C Chapter 2 (Introduction and Section 2.1)

Thurs 2/1 (Section): Writing Your First Paper

Mon 2/5: No class today!

Wed 2/7: The Assyrians and Babylonians

*Reading Assignment*

- S&C Chapter 2 (Section 2.2)

Thurs 2/8 (Section): Sex and Power

### **Quiz 2**

*Reading Assignment*

- I. J. Winter, "Sex, Rhetoric, and the Public Monument: The Alluring Body of Naram-Sîn of Agade," in *On Art of the Ancient Near East, II: From the Third Millennium BCE* (Brill, 2010), 85-107

Mon 2/12: The Hittites

*Reading Assignment*

- A. Müller-Karpe, "The Hittite Empire," in J. Aruz et al. (ed.), *Beyond Babylon: Art, Trade, and Diplomacy in the Second Millennium B.C.* (Metropolitan Museum of Art, 2007), 170-172
- J. V. Canby, "Hittite Art," *Biblical Archaeologist* 52 (1989), 109-129

Wed 2/14: The Elamites

*Reading Assignment*

- K. Abdi, "The Elamite Kingdom," in *K7C*, 7-38

Thurs 2/15 (Section): The Archaeology of Ancient Iran

*Reading Assignment*

- H. P. Colburn, "Ancient Iranian Art: From Grand Narratives to Local Perspectives," in A. Gansell and A. Shafer (eds.), *Testing the Canon of Ancient Near Eastern Art and Archaeology* (Oxford University Press, forthcoming)

Mon 2/19: President's Day – No class!

Wed 2/21: The Persians

**Paper 1 due**

*Reading Assignment*

- S&C Chapter 2 (Section 2.3)

Thurs 2/22 (Section): Midterm Review

**Mon 2/26: MIDTERM EXAM**

Unit Three: The Greek World

Wed 2/28: The Minoans

*Reading Assignment*

- S&C Chapter 4 (Introduction and Sections 4.1-3)

Thurs 3/1 (Section): Fakes and Forgeries

*Reading Assignment*

- K. D. S. Lapatin, "Snake Goddesses, Fake Goddesses," *Archaeology* 54 (2001), 33-36

Mon 3/5: The Mycenaeans

*Reading Assignment*

- S&C Chapter 4 (Section 4.4)

Wed 3/7: The Geometric Period

*Reading Assignment*

- S&C Chapter 5 (Introduction and Sections 5.1-3)

Thurs 3/8 (Section)

**Quiz 3**

3/11-3/18: Spring Break

Mon 3/19: The Archaic Period

*Reading Assignment*

- S&C Chapter 5 (Sections 5.1-3)

Wed 3/21: The Classical Period

*Reading Assignment*

- S&C Chapter 5 (Sections 5.4-6)

Thurs 3/22 (Section): Archaeological Research Collection visit

Mon 3/26: The Hellenistic Period

*Reading Assignment*

- S&C Chapter 5 (Section 5.7)

Wed 3/28: The Parthian Empire

*Reading Assignment*

- L. Gregoratti, “The Arsacid Empire,” in *K7C* 125-153

Thurs 3/29 (Section): Reading the Parthenon Frieze

*Reading Assignment*

- M. C. Root, “The Parthenon Frieze and the Apadana Reliefs at Persepolis: Reassessing a Programmatic Relationship,” *American Journal of Archaeology* 89 (1985), 103-120

#### Unit Four: Etruscans, Romans and Sasanians

Mon 4/2: The Etruscans

*Reading Assignment*

- S&C Chapter 6 (Introduction and Section 6.1)

Wed 4/4: The Roman Republic

#### **Quiz 4**

*Reading Assignment*

- S&C Chapter 6 (Section 6.2)

Thurs 4/5 (Section): Writing Your Second Paper

Mon 4/9: The Early Empire

*Reading Assignment*

- S&C Chapter 6 (Section 6.3)

Wed 4/11: Roman Emperors

*Reading Assignment*

- S&C Chapter 6 (Section 6.4)

Thurs 4/12 (Section): Roman Portraits

*Reading Assignment*

- S. Nodelman, “How to read a Roman portrait,” *Art in America* (1975), 26-33

Mon 4/16: The Later Roman Empire

*Reading Assignment*

- S&C Chapter 6 (Section 6.5)

Wed 4/18: The Roman Provinces

*Reading Assignment*

- N. Kampen, “Roman Art and Architecture in the Provinces and beyond the Roman World,” in C. Marconi (ed.), *The Oxford Handbook of Greek and Roman Art and Architecture* (Oxford University Press, 2014), 395-413



Thurs 4/19 (Section): Romanization?

*Reading Assignment*

- D. J. Mattingly, “Identities in the Roman World: Discrepancy, Heterogeneity, Hybridity, and Plurality,” in L. R. Brody and G. L. Hoffman, *Roman in the Provinces: Art on the Periphery of Empire* (McMullen Museum of Art, Boston College, 2014), 35-59

Mon 4/23: Jewish and Christian Art in the Roman World

*Reading Assignment*

- S&C Chapter 7 (Introduction and Sections 7.1-2)

Wed 4/25: The Sasanian Empire

**Paper 2 due**

*Reading Assignment*

- T. Daryaee and K. Rezakhani, “The Sasanian Empire,” in *K7C* 155-197

Thurs 4/26 (Section): Final Exam Review

Mon 5/7, 8:00-10:00

**FINAL EXAM**

## **Statement on Academic Conduct and Support Systems**

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>

### Support Systems

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)