Archaeology and the Ancient World

The concentration in Archaeology and the Ancient World provides an opportunity to explore the multi-faceted discipline of archaeology while examining the critical early civilizations of the so-called ‘Old World’—that is, the complex societies of the Mediterranean, Egypt, and Ancient Western Asia. Students will learn about the art, architecture, and material culture of the ancient world, exploring things of beauty and power, as well as the world of the everyday. Concentrators will also learn "how to do" archaeology - the techniques of locating, retrieving and analyzing ancient remains - and consider how material culture shapes our understanding of the past. Concentrators are encouraged to pursue research opportunities through summer fieldwork, museum experience, or independent study projects.

The undergraduate concentration in Archaeology and the Ancient World provides students with an opportunity to explore the multi-faceted discipline of archaeology, and encourages an interdisciplinary approach to engaging with the ancient world. While the core focus of Archaeology and the Ancient World at Brown University is archaeology and art of the ancient Mediterranean, Egypt, and the Near East, this concentration encourages students to reach beyond this geographic area, to engage with Brown’s many strengths in history, epigraphy, art, ethics, engineering, religious studies, and the sciences – to name just a few. The concentration, with its three distinct but overlapping tracks, is intended to allow students flexibility in structuring their own path through this diverse field of study. All three tracks begin with the same foundation. Students are then expected to experiment with and define their own areas of specialty, establishing expertise in topics such as cultural heritage, archaeological theory, or materials analysis, or in particular regions or time periods. The concentration is also designed to allow students to build progressively upon what they have learned, moving from introductory courses to upper-level seminars.

It is expected that, in completing the requirements for this concentration, students will incorporate courses that offer new perspectives on the complex dynamics of social inequality, exclusion, and difference, and which encourage engagement with the community—both by enrolling in classes designated as Diverse Perspectives in Liberal Learning (DPLL) and through non-DPLL classes that explore similar themes. Research opportunities, through summer fieldwork, internships, museum experience, or independent study projects, are strongly encouraged.

Within this concentration, the three tracks are:

- **Archaeology and the Ancient World**: the most flexible of the concentration tracks, allowing students to explore any region or time period, and to develop their own areas of focus, such as museum studies, ethics and politics of the past, engineering and materials analysis, cultural heritage, or environmental studies.

- **Classical Archaeology**: for those interested chiefly in the ‘classic’ civilizations of the Mediterranean (especially Greece and Rome), as well as for those interested in both earlier (prehistoric) and later (medieval) periods in that geographic region.

- **Egyptian and Near Eastern Archaeology**: for those interested chiefly in the cultures of Egypt and the ancient ‘Near East’—Anatolia, the Levant, Mesopotamia—from prehistoric through Islamic times.

**Required Courses:**
The student must take a total of 10 courses, including:

**CORE REQUIREMENTS:**
All three tracks share four Core Requirements: two introductory courses providing an overview of archaeology’s two central aspects (field methodologies, and art history); and two introductory courses in the core geographical focus of the Joukowsky Institute (Classical/Mediterranean archaeology and Egyptian/Near Eastern archaeology).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ARCH 0100</td>
<td>Field Archaeology in the Ancient World</td>
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<tr>
<td>ARCH 1900</td>
<td>The Archaeology of College Hill</td>
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<tr>
<td>ANTH 0500</td>
<td>Past Forward: Discovering Anthropological Archaeology</td>
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One introductory course in ancient art history, preferably:

- **ARCH 0030** Art in Antiquity: An Introduction
- **ARCH 0152** Egyptomania: Mystery of the Sphinx and Other Secrets of Ancient Egypt
- **ARCH 0360** East Meets West: Archaeology of Anatolia

One introductory ARCH course in Egyptian or Near Eastern archaeology, art, and/or architecture, for example:

- **ARCH 0270** Troy Rocks! Archaeology of an Epic
- **ARCH 0420** Archaeologies of the Greek Past

**TRACK REQUIREMENTS:**

In addition to the Core Requirements above, each of the three tracks requires six additional courses, which allow students to define their own areas of geographic and/or topical specialty.

**Archaeology and the Ancient World:**

One ARCH course, of any level, that focuses on a particular thematic or theoretical topic pertaining to archaeology, for example:

- **ARCH 0315** Heritage In and Out of Context: Museum and Archaeological Heritage
- **ARCH 1800** Contemporary Issues in Archaeological Theory

One ARCH course, of any level, that focuses on a part of the world OTHER than Mediterranean, Egyptian, or Near Eastern, for example:

- **ANTH 0068U** An Archaeology of Native American Art
- **ARCH 0160** Buried History, Hidden Wonders: Discovering East Asian Archaeology

Two additional ARCH courses, on any aspect of archaeology and art, at the 1000 level (or above). Students are encouraged to use these upper-level courses to define a particular core specialty or track, such as a focus on archaeological theory, museum studies, archaeological ethics, materials analysis, cultural heritage, or climate change, for example:

- **ARCH 1550** Who Owns the Classical Past?
- **ANTH 1720** The Human Skeleton

Two non-ARCH courses which EITHER relate to the study of the ancient world OR to the discipline of archaeology. Outside courses are chosen with the approval of the Concentration Advisor from appropriate 1000 level (or above) offerings in other departments such as, but not limited to: Anthropology, Classics, Egyptology and Assyriology, Environmental Studies, Geological Sciences, History, History of Art and Architecture, Religious Studies. One term of language study, in any relevant (usually ancient) language, may also be counted toward this requirement.

**Classical Archaeology:**

One course in ancient Greek or Roman history, for example:

- **CLAS 1210** Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC
Suggestions about how to explore and fund possible field projects. For students, strongly encouraged to consider participating in field experiences.

Fieldwork, Study Abroad, and Capstone Experiences

Students are encouraged to participate in field projects, typically after sophomore or junior year. The Joukowsky Institute’s Assistant Director and other faculty members provide suggestions about how to explore and fund field projects. Each of the tracks provides a capstone experience that may be substituted for one of these required courses. With the permission of the Assistant Director or the Director of Undergraduate Studies, up to three successfully completed courses, from relevant and accredited study abroad programs, may be counted towards the concentration requirements. Field school courses that provide formal university transfer credit, and official transcripts, may also be used to fulfill concentration requirements.

Honors Concentrations

An Honors concentration in any of these tracks requires the successful completion of all the standard requirements with the addition of an Honors thesis. For the preparation of this thesis, students will ordinarily enroll in ARCH 1970 during the first semester of the senior year and ARCH 1990 during the second semester of the senior year (these courses may not be taken S/NC, nor may they be used to satisfy the standard requirements of the concentration). In order to qualify for honors, students must have received more A’s than B’s in concentration courses completed.

Honors concentrations are recommended for students considering graduate work in the discipline of archaeology. Any student interested in a course of graduate study should speak to the Joukowsky Institute’s Assistant Director and faculty members as soon as possible, at least for advice about additional forms of preparation. Graduate work in the archaeology of the ancient world, for example, requires knowledge of appropriate ancient, as well as modern, languages. Students should start work on acquiring these skills as early as possible.

The Honors Thesis

The Honors thesis is an extended essay, usually of between 40 and 60 pages in length, researched and written under the supervision of a faculty advisor and second reader during the senior year (during which the student must be enrolled in ARCH 1970 in the Fall and ARCH 1990 in the Spring semester). Where appropriate, the advisor or the reader, but not both of them, may be in a unit other than the Joukowsky Institute for Archaeology and the Ancient World. The specific topic and approach of the thesis are worked out between the student and the thesis advisor, with assistance from the student’s second reader. This process should begin in the latter part of the student’s junior year.

A preliminary title and one page outline of the proposed Honors thesis is due to the Joukowsky Institute’s Assistant Director and the thesis advisor by May 15th of the junior year.

The deadlines for thesis drafts, and for final thesis submission, will be agreed upon by the student and the faculty advisors. It is expected that theses will be submitted at least one full chapter to their primary advisor by the end of the student’s penultimate semester. The deadline for final thesis submission typically should be on or before April 15th, and must be no later than the first day of Reading Period in the final semester of senior year. Both a bound and an electronic version of the final thesis must be submitted to the Joukowsky Institute by May 1, via email to joukowsky_institute@brown.edu.

The completed thesis will be evaluated by the advisor and second reader, who will discuss its strengths and weaknesses in a joint meeting with the student; they will then make a recommendation concerning Honors, and also grade the thesis. The Honors concentrators will be asked to make a short public presentation about their work; this event will be organized by the Joukowsky Institute’s Assistant Director, and usually occurs during or shortly after Reading Period.

Evaluation

The Director of Undergraduate Studies will review the student’s overall record, in addition to the thesis evaluations. If all requirements have been successfully met, the recommendation will be made that the student graduates with Honors.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Helvetica was used instead of Arial.

The editor may contact Leepfrog for a draft with the correct fonts in place.