We will analyze the artisans and merchants at the center of wide-ranging commercial enterprises in the ancient Mediterranean littoral, whose shores facilitated cultural exchange between its various peoples. Thanks to written sources and material remains, we start to get a clearer picture in the 2nd millennium BCE of the trade patterns of the Mediterranean that would come to define the region for millennia. Early on, the artisans and merchants of the Aegean and Levant (e.g. Minoans and Phoenicians) specialized in the trade of both raw materials and the various commodities crafted from them. Encouraged by large and powerful complex societies (e.g. Mycenaen, Hittites, Egyptians, Assyrians, Babylonians, Persians, Romans), these artisans and merchants satiated a desire for local, regional, and international commodities such as textiles, wine, perfumes, furniture, jewelry, and wall paintings. In some cases, politics, not economics, played a defining role when luxury goods served as the centerpiece of diplomacy. Relatively independent coastal cities on the political periphery such as Al-Mina, Ugarit, Byblos, Sidon, Tyre, Kabri, Ashkelon, Naukratis, and Cyrene in the Near East, along with Zakros, Mochlos, Lyktos, Knossos, Kommos, Eretria, and Chalcis in Greece were the homes to these facilitators of commercial and cultural exchange. The latter part of the course will focus on several of these cities as contrasting case studies followed by student presentations based on their own investigations.

After using the 2nd millennium BCE to introduce the origins and nature of commodity manufacture and exchange, the class will proceed to the great expansion of these activities in the 1st millennium BCE and the ramifications this held for state formation, urbanization, commercialism, and social hierarchies. Punctuating this millennium will be the great confrontation between the Carthaginians, heirs of this commercial tradition, and the Romans, the wealthiest and most powerful “consumer” society, in what is known as the Punic Wars. The class will conclude with a brief look at the Mediterranean in the Middle Ages to the modern day and discuss how the principles we learn from prehistory and antiquity still apply to more recent periods and the entire globe.

**Learning Goals**
The primary goal of this course is for students to gain an understanding of how commercial and cultural exchange in the ancient Mediterranean played a central role in both the independent cities, which facilitated trade, and the centralized complex societies, which served as their principal customers. We will learn how commercial activities enabled the economic and political survival of these independent cities, which often shared cultural, economic, and political similarities. Students will acquire a basic understanding of the commodities and societies in question and learn how to approach the study of ancient craftsmanship and trade, touching on subjects such as technology and agency.

**Required Textbooks**
Broodbank, C. *Making of the Middle Sea* (Oxford: Oxford University, 2013)

**Optional Textbooks**

**Course Website** *IMPORTANT* (http://www.brandeis.edu/latte/)
Please check LATTE periodically for announcements, class slides, and supplementary readings.

**Policies and Expectations**
The genuine success of this class depends on sincere, informed participation by its individual members. Therefore, your individual success in this class (as it is measured by a final grade) will depend largely on your attendance, participation, and preparation. Absences will make it much more difficult for you to understand the material presented in the readings and in class. Conversely, you cannot engage yourself with the class effectively if you have not carefully read the assigned material. Discussions and readings go hand in hand and a solid knowledge of both is needed to succeed.

*If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately*
**Class Assessment**

Grades will be determined according to this formula:

- **20%** Participation (based on attendance and participation in class and on LATTE)
- **15%** Three Response Papers & Presentations (5% each, 15-minute presentation, 2-3 pages, based on readings)
- **10%** Research Paper Proposal
- **15%** 15-minute Class Research Presentation (MS PowerPoint)
- **40%** Research Paper (1" margins, double-spaced, 10-15 pages for undergraduates, 15-20 for graduate students)

**TENTATIVE SCHEDULE** (required readings in bold, optional readings in italics, supplementary material will be on LATTE)

1 (Aug 26)  
**Introduction to Class, Mini-bio**  
*Broodbank*: Acknowledgment  
*Horden and Purcell (H&P)*: Introduction  
*Feldman*: Preface and Introduction  

2 (Aug 30 & Sept 2)  
The Mediterranean World: climate, geography, and natural resources  
*Broodbank*: Chapter 3 (The speciating sea) & 4 (A cold coming we had of it)  
*H&P*: Chapter 1 (A Geographical Expression)

Prehistoric Origins: Mediterranean before complex societies  
*Broodbank*: Chapter 5 (Brave new worlds) & 6 (How it might have been)  
*H&P*: Chapter 2 (A Historian’s Mediterranean)

3 (Sept 6 & 9)  
From River to Sea: How the Aegean and Levant Inaugurated Mediterranean Trade  
*Broodbank*: Chapter 7 (The devil and the deep blue sea)  
*Sherratt*: What would a Bronze Age world-system look like? Relations between temperate Europe and the Mediterranean in Late Prehistory, *JEA* 2.2: 1-57

*Sherratt and Sherratt*: From luxuries to commodities: the nature of Mediterranean Bronze Age trading systems, *Bronze Age Trade in the Mediterranean*  
*Morris*: Chapter 4 (*Da-da-re-jo* and *Kothar-va-Hasis*: From Ugarit to the Aegean)

4 (Sept 13 & 16)  
The International Late Bronze Age: Aegean and Levant  
*Broodbank*: Chapter 8 (Pomp and circumstance)  
*H&P*: Chapter 3 (Four Definite Places)  
*Pulak*: The Uluburun Shipwreck  

*Feldman*: Chapter 1 (Redefining the “International Style”), Chapter 2 (The Role of Visual Hybridity)

5 (Sept 20 & 23)  
Collapse and Renaissance in the Iron Age: Phoenicians and Euboeans  
*Broodbank*: Chapter 9 (From sea to shining sea)  
*H&P*: Chapter 4 (Ecology and the Larger Settlement)  
*Feldman*: Chapter 3 (Iconography and Meaning), Chapter 4 (Questions of Style and Production)  
*Morris*: Chapter 1 (Craft and Craftsmen in Epic Poetry), Chapter 5 (From Bronze to Iron), Chapter 6 (Daidalos in Crete)

6 (Sept 27 & 30)  
The Second Coming: Naukratis, Pithekoussai, and Carthage  
*Broodbank*: Chapter 10 (The end of the beginning)  
*H&P*: Chapter 5 (Connectivity)  
*Feldman*: Chapter 5 (Materiality, Luxury Goods, and Diplomatic Gifts), Chapter 6 (Objects and Crafting)  
*Morris*: Chapter 2 (*Daidala* in Archaic Poetry and Ritual), Chapter 7 (Daidalos in Sicily: Greek and Phoenicians in the West), Chapter 8 (Magic and Sculpture)

7 (Oct 7 & 11)  
The Hellenistic Period: Commodities and Trade in a New International Age  
*Broodbank*: Chapter 11 (*De profundis*)  
*H&P*: Chapter 6 (Imperatives of Survival: Diversify, Store, Redistribute)  
*Feldman*: Chapter 7 (International Luxury Goods in Space and Time), Chapter 8 (The Materiality of Greeting Letters)  
*Morris*: Chapter 3 (*Daidala* in Classical and European Literature), Chapter 9 (The “Daedalic” Style), Chapter 10 (Daidalos in Athens)
8 (Oct 14 & 18) End Game: The Punic Wars and the Legacy of Mediterranean Trade
   H&P: Chapter 7 (Technology and Agrarian Change)
   Feldman: Chapter 9 (Contextualizing the International Koine), Chapter 10
   (Representation and Negotiation)
   Morris: Chapter 11 (The Great Transformation), Chapter 12 (The Invention of Athens)

9 (Oct 21 & 28) Case Study: Introduction to East Crete and Southern Levant
   H&P: Chapter 8 (Mediterranean Catastrophes)
   Morris: Chapter 13 (“Greeks” and “Barbarians”)
   Koh: Mycenaean Crete—Archaeological Evidence for the Athenian Connection
   Research Paper Proposal due on March 18 (hardcopy in class, softcopy on LATTE)

10 (Nov 1 & 4) Case Study: East Crete and Southern Levant in the Second Millennium
   H&P: Chapter 9 (Mobility of Goods and People)
   Koh
   Koh, Yasur-Landau, and Cline

11 (Nov 8 & 11) Case Study: East Crete and Southern Levant in the Bronze-Iron Transition
   H&P: Chapter 10 (“Territories of Grace”)
   Koh and Clinton

12 (Nov 15 & 22) Case Study: East Crete and Levant in the First Millennium
   No Class Nov. 18 (ASOR Meeting)
   H&P: Chapter 11 (“Mists of Time”: Anthropology and Continuity), Chapter 12 (“I Also Have a Moustache”: Anthropology and Mediterranean Unity)

13 (Nov 29, Dec 2 & 6) 10-minute PowerPoint Research Presentations by undergraduate students

December 12: 15-minute PowerPoint Research Presentations by graduate students (9:15 AM-12:15 PM) and all research papers due by 5 PM in 69-225 Goldfarb (softcopy on LATTE)