



University of Toronto New Graduate Collaborative Specialization Major Modification Proposal

(This template has been developed in line with the University of Toronto’s Quality Assurance Process.)

This template should be used to bring forward all proposals for new graduate Collaborative Specializations for governance approval under the University of Toronto’s Quality Assurance Process.

<p>Name of Proposed Collaborative Specialization: Please specify exactly what is being proposed. E.g., a Collaborative Specialization in ...</p>	<p>Mediterranean Archaeology Collaborative Specialization (MACS)</p>
<p>Lead Faculty / Academic Division:</p>	<p>Arts and Science</p>
<p>Lead Faculty / Academic Division Contact: Lead Department Contact:</p>	<p>Dwayne Benjamin, Vice-Dean Graduate Education Carl Knappett (Art)</p>
<p>Anticipated start date of new Collaborative Specialization:</p>	<p>Sept 2018</p>
<p>Version Date:</p>	<p>23 November 2017</p>

New Graduate Collaborative Specialization Proposal

Mediterranean Archaeology

Dept of Art / Archaeology Centre

Faculty of Arts & Science

University of Toronto

1 Specialization Rationale

- *What is being proposed/academic focus*
- *Rationale for establishing the Collaborative Specialization*

We propose a collaborative specialization in which doctoral students are exposed to the full range of current research questions and methods in Mediterranean archaeology. The Mediterranean has been a key testing ground for many innovations in the field of archaeology, while the sheer intensity of exploration in the Mediterranean ensures the region's continued relevance in the wider and more global field of archaeology. Yet, this weight of research, especially with its distribution across so many research traditions, makes navigating the ancient world of the Mediterranean especially complex. One of its great strengths—the richness of its textual sources—is also its Achilles heel, as it has generated some deep-rooted scholarly assumptions about what kinds of histories we can build with, or without, textual evidence. For much of the Mediterranean past, we are faced with a 'prehistoric' record, without textual evidence – or, in some cases, with only administrative 'laundry lists'; therefore, the narratives for these periods are based largely on archaeological datasets. However, mid-way through the first millennium BC the proliferation of various forms of textual evidence allows for quite different kinds of 'historical' accounts of society and its economic organization, political institutions, and religious beliefs. This deep qualitative difference in the evidence for 'prehistoric' and 'historic' periods has created entrenched disciplinary divisions not only in the methods employed but also the questions deemed relevant. The unique opportunities for long-term histories that the Mediterranean offers have thus remained largely unrealized.

Yet this scenario of a 'great divide' has come under scrutiny in recent years. Ancient historians increasingly recognize that historical and art historical accounts of textual, visual, and material culture can be strengthened by the integration of archaeological methods. Moreover, study of the later prehistoric periods (such as Neolithic and Bronze Age) has now matured to a state where it no longer has to contend with only being 'prehellenic' or 'pre-Homeric', and can more positively explore long-term patterns that might stretch into the Iron Age. A new generation of students is being trained in how to combine the strengths of both archaeology and ancient history in order to carry out transversal research that stretches across some of these

boundaries. The challenges in doing so are not trivial, however – to work with ancient texts requires quite a different skill set from excavation, or ceramic analysis. Yet, the rewards are worth it, because what we can see within this emerging framework is a fresh vision for how to think about the deep history of the ancient Mediterranean world.

The extent of the challenge requires a concerted interdisciplinary and collaborative effort to overcome these differences and establish a common platform. By bringing together the skills and experiences of faculty from Classics, Art, Near and Middle Eastern Civilisations, Anthropology, and Religion we can forge a unique blend of expertise and guidance for students in this new specialization. No such specialization currently exists in Canada, and yet a new generation of students is emerging with BAs in Classics, Art History, and Archaeology, and interested in pursuing just this kind of transversal research that cuts across domains.

2 Participating Programs, Degrees and Names of Units

- *E.g., History program, MA, PhD, Department of History*

Department of Classics PhD program

Department of Art PhD program

Department of Near and Middle Eastern Civilizations PhD program

Department of Anthropology PhD program

Department for the Study of Religion PhD program

Archaeology Centre, EDU:C (supporting unit)

3 Objectives, Added Value for Students

- *What are the academic objectives of the specialization*
- *What is the anticipated demand for the proposed Collaborative Specialization and how has that been assessed*
- *How will the Collaborative Specialization serve the interest of its students (academic interests, career preparation, etc)*
- *Explain the value that is added to the Student's educational experience by participating in the Collaborative Specialization and explain how the added value is provided (e.g., course requirements, multidisciplinary focus, exposure to other viewpoints, topics of thesis research, etc.)*
- *Identify the common learning experience for all students*
- *Explain how the collaborative specialization is different from and/or the same as others offered by the University of Toronto*

The specialization's **academic objectives** are to expose students to the range of current approaches on the cutting-edge of Mediterranean archaeology. From Braudel (*La Méditerranée et le Monde Méditerranéen à l'époque de Philippe II*, 1949), to Horden and Purcell (*The Corrupting Sea: A Study of Mediterranean History*, 2000), and now Broodbank (*The Making of the Middle Sea: A History of the Mediterranean from the Beginning to the Emergence of the Classical World*, 2013), the merits of applying archaeological evidence to the reconstruction of long-term histories are clear. The Mediterranean offers unrivalled opportunities for exploring the complexities of economic, social, political and religious change over centuries and millennia, across a vast region that does behave in some ways as a 'unit', and yet is incredibly diverse with innumerable micro-ecologies. We are not the first to recognize this potential, as the Mediterranean has long been a testing ground for new ideas and methods in archaeology. Yet, there is still so much more that can be done, especially across disciplinary and methodological divides.

We envision the specialization's objectives spread across four themes:

1. Settlement patterns. The sheer scale of research means that we have at our fingertips immensely detailed records of some of the micro-ecologies mentioned above – not only specific landscapes that have been intensively surveyed, with evidence for multiple periods of use, but also settlements with extended occupation horizons, in some cases from the Neolithic all the way through to the Late Antique. Especially important in these histories are the different episodes of urbanization, in both prehistoric and historic periods.
2. Connectivity and networks. Many of these settlements and landscapes offer evidence for their interconnectedness across the millennia. The range of processes is staggering, from initial patterns of Neolithic colonization; to interregional trade in the Late Bronze Age; Greek and Phoenician colonization in the early 1st millennium BC; to Roman imperialism
3. Technology and economy. The heterogeneous environment of the Mediterranean offered an immense range of economic resources, whether agricultural (vine, olive, cereal), pastoral (sheep, goat, cattle), marine (fish, shell), or mineral (clay, lithic, metal). And yet, the patchiness of these resources from island to island, from coast to coast, helped create many different responses in terms of technological choices, and the social and political mobilization of production. Archaeological evidence is adept at not only identifying resources and technologies, but also, through the growing field of bioarchaeology study of human bone in particular), their economic outcomes and impact on patterns of wealth distribution and consumption.
4. Art and religion. It hardly needs underlining that the artistic output across these many millennia of the Mediterranean's occupation was abundant and varied. Whether we study expressions of the human form, from Neolithic figurines to Classical sculpture, or modes of burial, from Bronze Age tholos tombs to Roman sarcophagi, the material is overwhelming. And while there are many factors informing this cultural production—such as issues of identity and modes of communication—religion, cult, or ritual seems ever-present, in one way or another.

By providing students with an acute sense of the deep historical trajectories in each of these areas, and the specific questions and methods that can reveal and inform them, the specialization will have value in directing students towards research topics that have relevance within these broader Mediterranean questions. This is the common learning experience for all students in this specialization. Of course, they will then need to develop specific skills and research methods within a more specialized domain, as they go on with their doctoral research. For example, those working in historical periods will be trained in the appropriate way to utilize texts as part of a larger archaeological discourse. But the idea is that all students will then, within their own specialism, be fully able, thanks to the specialization, to enter into proper dialogue with other scholars pursuing similar topics across the full range of Mediterranean archaeology – whether in prehistoric or historic periods. Our specialization has specialists who cover a broad temporal range, from Palaeolithic to Late Antique, and with regional coverage from the Levant to Italy.

Archaeology is unavoidably a hands-on discipline – it is rare to find an archaeologist not involved in active fieldwork. Thus it is important that students in this Collaborative Specialization obtain first-hand experience of archaeological fieldwork in the Mediterranean. Not only will this component of the specialization provide students with direct experience of some of the fundamental techniques of the discipline and how primary archaeological data is generated, it will also expose them to the diachronics of landscape, settlement, and material culture in the Mediterranean. A number of faculty on this Collaborative Specialization have active fieldwork projects in the region, in Italy, Greece, Turkey, Jordan, and Israel; students will be placed on one of these projects in the summer following their first year of coursework.

Demand: As there is no specialization of this kind currently in Canada, while successful programs exist across the border, we believe that there will be a solid demand both domestically and internationally. Close to home, Brock has a Classics Program at MA level, which combines texts and archaeology, while Waterloo has its MA program in Classical Studies; neither, though, has a PhD program for those students wishing to go further. In Classics there is demonstrable student interest in such a specialization, and an anticipated annual intake of two to three students. In the Department of Art we regularly have applicants who would be a very good fit for MACS. One student every other year from Art seems a reasonable estimate. From Anthropology we can expect one student per year, and likewise for both NMC and Religion. We can thus envisage an average intake of six students per year.

The model programs in the US are at Michigan, Penn, Brown and Berkeley. Brown's applicant pool (for *the* PhD program in Archaeology and the Ancient World, at the Joukowsky Institute; http://brown.edu/Departments/Joukowsky_Institute/graduate/) is around 60, while that for Art and Archaeology of the Mediterranean World (AAMW; <https://www.sas.upenn.edu/aamw/>) at Penn is 70-80, for 2 positions. Michigan has its Interdepartmental Program in Classical Art and Archaeology (IPCAA; www.lsa.umich.edu/ipcaa); and at Berkeley there is the Ancient History and Mediterranean Archaeology program (AHMA; www.ahma.berkeley.edu). Graduates from these programs have gone on to many tenure-track positions, and we believe that our Collaborative Specialization will similarly equip

our graduates, as positions in Classical and Near Eastern Archaeology increasingly seek such blended training across archaeology, art history and ancient history. Recent tenure-track hires and postings in Mediterranean archaeology/ ancient history include, in 2016, Michigan State, Missouri State, U. Alberta, Michigan, Utah, and Williams College; and in 2015, SUNY Binghamton, College of New Jersey, Fordham, George Mason, Kennesaw State, U. Maryland College Park, Tulane, and ODU. This marks a definite surge from even just a few years prior, when in 2012 there were two postings, and one in 2013.

MACS is quite distinct from any other existing collaborative specialization offered by the University of Toronto. The Collaborative Program in Ancient Greek and Roman History (ColPAH) covered some of the same ground, but was much more focused on ancient history than archaeology. Its impending closure does leave a gap in Classics' offerings, and participation in MACS will help to sharpen this department's focus on pan-Mediterranean material culture. ColPAH itself was a response to the closure some fifteen years ago of the Ancient Studies Program, which was shared between Art, Classics, and NMC.

4 Admission and Specialization Requirements

- *Define the admission requirements to the Collaborative Specialization. Note: all Collaborative Specialization students must apply to and be accepted by both the home degree program and the Collaborative Specialization*
- *If individual students are allowed to complete the Collaborative Specialization at both the Master's and PhD levels, please clarify how each specialization is distinctive*
- *If new courses are proposed please make this clear and include short course descriptions. (Please note that new courses must be proposed and approved separately following established procedures)*

All candidates must fulfill the admissions criteria and degree requirements of the unit in which they are enrolled. Candidates indicate in their application to the School of Graduate Studies that they wish to be considered for the Collaborative Specialization in Mediterranean Archaeology. Once admitted to the home program, candidates will then also have their applications reviewed by the MACS committee, and successful candidates will be notified by the Director of the Collaborative Specialization. Students may also apply to the Collaborative Specialization once registered in one of the home units, up until the end of their second year of study.

Students must complete a year-long core course, which in all five core units can be counted as an elective, and a fieldwork requirement, which is additional to unit requirements. The core course, Methods in Mediterranean Archeology (1.0 FCE; see Appendix C for a course description) will consist of 24 weekly classes, split into four blocks of six classes with the following themes: landscape, settlement and demography; technology and economy; connectivity and networks; art and religion. A range of relevant faculty will give classes within each of these blocks, chosen so as to maximize the temporal and spatial breadth encountered within each theme, and to expose students to the range of methods utilized (for example the use of archaeological intensive survey to reveal landscape use, and how epigraphy is used to

reconstruct aspects of demography). With the diachronic occupation of a number of key sites in the Mediterranean, special foci on individual sites, such as Knossos, will be an invaluable strategy. Students will be assessed through writing assignments, seminar presentations, and in-class participation. Grades will be on the graduate letter grade scale as indicated by the University Assessment and Grading Practices Policy and deadlines for coursework also follow unit and SGS deadlines. The course will typically be taken in the first or second year of the program. PhD students from participating units will have priority, though it will also be open to students from other units, contingent upon approval from the Specialization committee.

The aim is for the student through the Methods in Mediterranean Archaeology course to develop a critical understanding of what constitutes method within the different domains of Classical archaeology, ancient history, and prehistory, and the challenges and opportunities in working across these methods to produce new frameworks for researching the ancient Mediterranean.

The fieldwork requirement is four weeks on an archaeological project in the Mediterranean, which can be excavation, survey, or a study season. Students will take part in projects run by core faculty from participating units (faculty from each unit do already take students into the field every year – see Appendix D for fieldwork manifest). No prior fieldwork experience is expected or required – the necessary skills will be taught as part of the fieldwork. The fieldwork requirement will be run as a CR/NCR course; students will be required to demonstrate participation and submit a fieldwork daybook to the Specialization committee for assessment and feedback in line with the Assessment of Student Performance in Placements policy. Students will be expected to complete the fieldwork requirement prior to achieving candidacy, except in exceptional circumstances. Efforts will be made to accommodate students who cannot fulfill the fieldwork requirement for whatever reason.

Fieldwork will be funded through a combination of project budgets and scholarships, with no ancillary fees; it will be cost neutral to the student. Faculty have a good track record of success in securing funding for their fieldwork, and already take doctoral students to the field in ongoing projects.

The dissertation topic will be in the area of Mediterranean archaeology/ ancient history/Classical archaeology. The advisory committee will include at least one graduate faculty member affiliated with *MACS*, and students are encouraged to seek representation on the committee from outside the home unit. Before the thesis defense, all students will have the opportunity to present at a dissertation colloquium where the originality of their research is open to scrutiny before the dissertation is examined.

In addition to the specialization requirements listed above, students will have the opportunity to take part in a Mediterranean Archaeology proseminar series, which launched in September 2017 (please see Appendix E for the 2017-18 seminar schedule). The proseminar series, which features monthly talks, will provide the opportunity for faculty and students to come together on a regular basis. Attendance will be optional but encouraged. As part of this proseminar

series, students will have the opportunity to organize an annual workshop.

- *SGS Calendar copy*
 - *Please provide a full program description and complete Collaborative Specialization requirements, including core course, seminar requirements, etc. and state clearly whether the requirements are in addition to the participating program requirements*
- *Please complete Appendix A which provides a detailed description of how the requirements for the Collaborative Specialization can be accommodated within the requirements for each participating program*

CALENDAR ENTRY

Mediterranean Archaeology Collaborative Specialization

Lead Faculty

Arts and Science

Participating Degree Programs

Anthropology – PhD

Art – PhD

Classics – PhD

Near and Middle Eastern Civilizations – PhD

Religion – PhD

Supporting Units

Archaeology Centre

Overview

The Mediterranean Archaeology Collaborative Specialization will expose students to the range of current approaches on the cutting-edge of Mediterranean archaeology. The Mediterranean offers unrivalled opportunities for exploring the complexities of economic, social, political and religious change over centuries and millennia, across a vast region that is at once a coherent unit and a region with incredible diversity. Students will be trained in the various methods required to undertake innovative research in the Mediterranean's varied prehistoric and historic contexts. Upon successful completion of the [PhD] requirements of the host department and the program, students receive the notation "Completed Mediterranean Archaeology Collaborative Specialization" on their transcript.

Contact and Address

Web: www.archaeology.utoronto.ca/macs

E-mail: archaeology@utoronto.ca

Telephone: (416) 978 5248

Fax: (416) 978 3217

Mediterranean Archaeology Collaborative Specialization,
Archaeology Centre,
19 Russell St,
Toronto, Ontario, M5S 2S2
Canada

Doctoral Degree Level

Admission Requirements

- Applicants to the collaborative specialization must apply to and be admitted to both the collaborative specialization and a graduate degree program in one of the collaborating departments. Applicants must meet the admission requirements of the graduate unit in which they intend to enrol. Admission will be subject to the approval of the graduate unit concerned and the collaborative specialization committee
- Students requesting admission to the collaborative specialization following admission to a degree program should contact the Specialization committee (archaeology@utoronto.ca) in order to formalize their admission to MACS.

Specialization Requirements

- Core course in Mediterranean Archaeology (MAC XXXX, 1.0 FCE)
- Fieldwork (MAC XXXX)– four weeks participation on an approved archaeological excavation, survey or study season in the Mediterranean.
- Thesis topic must be in the area of Mediterranean archaeology/ ancient history/ Classical archaeology

Completion of specialization requirements:

All students enrolled in the Collaborative Specialization must complete the requirements of the Collaborative Specialization, in addition to those requirements for the degree program in their home graduate unit. The Collaborative Specialization Committee is responsible for certifying the completion of the Collaborative Specialization requirements. The home graduate unit is solely responsible for the approval of the student's home degree requirements.

5 Degree Level Expectations, Program Learning Outcomes and Program Structure

- *Clearly describe the Learning outcomes of the proposed Collaborative Specialization. Please note that the LO are specific to the Collaborative Specialization and thus in no way are meant to address all DLEs. In every instance, the LO of the home program in which the student is registered are critical in addressing the DLEs at the master's or doctoral level. The LO of the CS must be understood to identify the additional capacity students may have in addition to those deriving from the home program*
- *Demonstrate the clarity and appropriateness of the specialization's requirements and associated learning outcomes in addressing the institution's DLEs*

A collaborative specialization is intended to provide an additional multidisciplinary experience for students enrolled in, and completing the requirements of a degree program. The requirements for the Collaborative Specialization in Mediterranean Archaeology are **in addition to** the degree requirements and are not meant to extend the student’s time to degree.

The Mediterranean Archaeology Collaborative Specialization has as its goal the creation of a vibrant interdisciplinary research and learning community within which doctoral students can develop both depth and breadth in their critical understanding of Mediterranean archaeology and ancient history. Through their exposure to a wide range of theories and methods, both in the classroom and in the field, students will receive the training and experience necessary for them to go on and forge successful careers in Mediterranean archaeology, ancient history, or art history.

Table 1: Doctoral DLEs

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	COLLABORATIVE SPECIALIZATION LEARNING OBJECTIVES AND OUTCOMES	HOW THE COLLABORATIVE SPECIALIZATION DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>EXPECTATIONS</p> <p><i>This Collaborative Specialization in Mediterranean Archaeology extends the skills associated with the Master’s degree and is awarded to students who have demonstrated:</i></p>		
<p>1. Depth and Breadth of Knowledge</p> <p>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.</p>	<p>Depth and breadth of knowledge is defined in Mediterranean Archaeology as covering 1) the temporal range of the ancient Mediterranean from the Palaeolithic to Late Antique, 2) a range of regions from the Levant to Italy, and 3) both prehistoric and historical methods for understanding ancient society</p> <p>This is reflected in students who are able to: show the capacity to work across this range in each of these three categories; and to then situate their own specific doctoral research within these wider currents</p>	<p>The specialization design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <p>The core course will ensure thorough coverage of these ranges of time, space, and method, thanks to the diverse expertise of our core faculty, who will team-teach this course. The Specialization director will work individually with students to help them contextualise their doctoral research within the broader terrain of Mediterranean Archaeology.</p>
<p>2. Research and Scholarship</p> <p>a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or</p>	<p>Research and Scholarship is defined in Mediterranean Archaeology as the ability to recognise valid research questions and devise feasible methods for tackling them within the confines of the material available, be that archaeological, art historical and/or textual; the</p>	<p>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</p> <p>Assignments in the core course, in which students devise their own research question, methods and</p>

<p>DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</p>	<p>COLLABORATIVE SPECIALIZATION LEARNING OBJECTIVES AND OUTCOMES</p>	<p>HOW THE COLLABORATIVE SPECIALIZATION DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</p>
<p>methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>	<p>capacity to adapt the methodological approach according to the available data; and the ability to convey research findings to the diverse research audiences of the ancient Mediterranean: archaeological, ancient historical, and art historical.</p> <p>This is reflected in students who are able to: follow through all stages from conceptualisation, to research design, to the research itself (involving direct engagement with archaeological materials and/or texts); adjust their methods in the light of unforeseen problems (e.g. changes in access to sites or materials; or critique from peers and faculty); through to implementation in the form of an original dissertation that meets the standards of peer review and refereed publication.</p>	<p>case study, assessed through in-class presentations and essays. This learning outcome is then assessed more fully via the dissertation proposal, requiring approval from both the MACS committee and the relevant Department's graduate committee, both composed of faculty from diverse specialisms (hence sometimes generating unexpected critique). The ability to produce original research of a quality to satisfy peer review is ultimately ensured through the final oral examination, at which the student defends her dissertation. Students in MACS will also be strongly encouraged to present at conferences and workshops as a means of eliciting feedback and critique from yet wider audiences.</p>
<p>3. Level of Application of Knowledge</p> <p>The capacity to i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</p>	<p>Level of Application of Knowledge is defined in Mediterranean Archaeology as the capacity to conduct advanced research with regard to specific texts, artefacts, and/or archaeological contexts. The condition of and access to these different forms of evidence varies substantially from region to region, and period to period. They may, as a result, require a varied professional skill set, adaptable to the particular circumstances at hand.</p> <p>This is reflected in students who are able to: adapt to the specific circumstances of a dataset in the course of their research practice, and come up with novel solutions for addressing their research questions. A MACS student will have a strong sense of the varying</p>	<p>The program design and requirement elements that ensure these student outcomes for level of application of knowledge are: the fieldwork requirement, which will provide the hands-on experience of how archaeological contexts are produced, and how finds of various kinds, from architecture to ecofacts, are recorded and interpreted. This hands-on engagement in the field, designed to take place in the first summer after the core course, then prepares students in how to think about issues of access/ conditions for datasets when they prepare their dissertation proposal.</p>

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	COLLABORATIVE SPECIALIZATION LEARNING OBJECTIVES AND OUTCOMES	HOW THE COLLABORATIVE SPECIALIZATION DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
	conditions under which archaeological datasets are generated.	
<p>4. Professional Capacity/Autonomy</p> <p>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>	<p>Professional Capacity/Autonomy is defined in Mediterranean Archaeology as the capacity to generate novel lines of research enquiry independently, and the self-sufficiency to delineate the intellectual and practical frameworks for conducting academic research; an acute awareness of the personal and ethical responsibility towards all archaeological materials, and their curation needs; an ability to interact professionally with peers and colleagues across the diverse contexts of Mediterranean archaeological research.</p> <p>This is reflected in students who are able to: devise and execute strategies for their research, not only during their degree but also thereafter as they progress in their professional careers; and at the same time negotiate between this self-sufficiency and the pressing need for professional interaction and knowledge exchange with their peers.</p>	<p>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:</p> <p>PhD students are assessed on their intellectual independence through the dissertation proposal, which is subject to oversight by both the MACS committee and the home department. The PhD research process is itself a test of independent research, ensured by regular evaluation by the dissertation committee, including a formal evaluation annually. The MACS will offer skills seminars specific to Mediterranean Archaeology, where students can learn from faculty how to present at conferences, and how to publish in this field (supplementing the more general sessions offered by the university). The MACS will also host an annual workshop co-organised by students and faculty, contributing further to skill development and the forging of professional contacts.</p>
<p>5. Level of Communication Skills</p> <p>The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>	<p>Level of Communications Skills is defined in Mediterranean Archaeology as the ability to offer clear historical, social, and/or cultural interpretations of datasets composed variably of archaeological, artefactual and/or textual materials; the capacity to clearly communicate the broader Mediterranean relevance of the specific research questions at hand.</p>	<p>The program design and requirement elements that ensure these student outcomes for level of communication skills are:</p> <p>In order to develop further the student's communication skills, MACS will also strongly encourage students to present at international venues, such as the Annual Meeting of the Archaeological Institute of</p>

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	COLLABORATIVE SPECIALIZATION LEARNING OBJECTIVES AND OUTCOMES	HOW THE COLLABORATIVE SPECIALIZATION DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
	<p>This is reflected in students who are able to: : present with clarity in varying formats of oral communication from short conference talks to longer symposium presentations; and to complete the extended, multi-chapter work that is the PhD dissertation, satisfying both the home department’s requirements and those of <i>MACS</i>.</p>	<p>America.</p>
<p>6. Awareness of Limits of Knowledge</p> <p>An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Level of Awareness of Limits of Knowledge is defined in Mediterranean Archaeology as the recognition of the breadth of research across Mediterranean archaeology, the validity of approaches in other research traditions, and the limitations of isolated viewpoints that do not consider wider regions, longer timespans, or multiple sources of evidence.</p> <p>This is reflected in students who are able to: work across some of the boundaries separating these research traditions, sensitive to the difficulties and pitfalls in doing so; and carefully locate potentially fruitful angles from which to approach ones research anew, reviewing and revising received wisdom.</p>	<p>The program design and requirement elements that ensure these student outcomes for awareness of limits of knowledge are:</p> <p>The exposure to a phenomenal range of expertise and experience among our faculty, drawn from five departments with very distinct traditions and research agendas. The team-teaching of the core course ensures this exposure, as does the fieldwork requirement. Furthermore, being able to draw on committee members from such a broad array of backgrounds in Mediterranean studies also ensures continuing exposure to diverse opinion, as will presentations at conferences. Providing students with the tools to critically engage with the disciplinary range in Mediterranean archaeology, and to self-critique their own work accordingly, is a key component of <i>MACS</i>.</p>

6 Assessment of Learning

- *Please explain explicitly how the CS will assess whether students are achieving the stated Learning Outcomes / how it knows that students have the capacity it hopes to nurture*

- *Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree level expectations (in other words, how will faculty be able to determine whether students have learned and can do what we expect them to by the end of the specialization)*
- *How will the specialization document and demonstrate the level of performance of students' consistent with the University's DLEs*

Students will be assessed in the core course on their written assignments, seminar presentations, and class participation. These modes of assessment are designed to evaluate whether a student is achieving the CS learning outcomes in the following ways. First, the written assignments will test a student's grasp of the key issues and methods in Mediterranean prehistory and history, and evaluate his or her capacity to formulate a problem and establish an argument in relation to specific bodies of material, whether textual, archaeological and/or art historical. The seminar presentations will also assess depth and breadth of knowledge and level of scholarship, while also testing a student's capacity to communicate arguments and materials, and to work collaboratively with his or her peers. Class participation is also a measure of a student's active engagement with the issues at stake, and capacity to work with others in a team. Feedback will be provided by instructors and the CS director in order to facilitate the student's learning.

In terms of the fieldwork requirement, students will be expected to participate in an archaeological excavation, survey, or study season for at least four weeks. Ideally, students will take part in projects run by Collaborative Specialization faculty in the Mediterranean. The project director will monitor learning and provide feedback in the field. The student will need to demonstrate participation and submit a fieldwork daybook to the Specialization Committee for assessment and feedback.

7 Resources

- *Faculty Complement:*
 - *Core Collaborative Specialization Graduate Faculty must be members of a participating graduate unit*
 - *Please include the standard wording below, adapting as necessary*
 - *Please also complete Appendix B: A list, by participating program, of core graduate faculty member(s) whose teaching and research expertise relate to that of the Collaborative Specialization subject area*

The Collaborative Specialization's core faculty members are available to students in the home program as advisors or supervisors. For the thesis requirement, it is expected that a core faculty member in the student's home department will be involved in thesis supervision. Core faculty members contribute to the Collaborative Specialization through teaching of the core course/s and participating in the delivery of seminar series and other common learning elements. Some faculty may teach courses in the subject area of the Collaborative Specialization in the home program. Not all core faculty members are active in the Collaborative Specialization every year and, in many cases, simply may remain available to interested students. The list of core faculty

members is available in Appendix B. Each participating degree program contributes to the Collaborative Specialization through student enrolments, although not necessarily every year.

The Collaborative Specialization will have a Director and a Specialization Committee. Together they are responsible for admitting students to the Collaborative Specialization and ensuring that the faculty associated with the program have the capacity to supervise all program students. Consequently an assessment of supervisory capacity occurs twice: once when students are admitted to their home degree program and once on their application to the Collaborative Specialization.

The University finds that the participation in a Collaborative Specialization does not normally add significantly to a faculty member’s supervisory load. For the most part, students in the collaborative specialization will continue to have their thesis supervised by a faculty member in their home program who also participates in the Collaborative Specialization.

MACS is to be housed in the Archaeology Centre which will provide administrative support, coordination of the core course and advice on electives, space for seminars, and a community for students.

8 Administration

Please see Appendix F: Memorandum of Agreement.

9 Governance Process

<p>Development and consultation with unit(s)</p> <ul style="list-style-type: none"> • Department of Art • Department of Anthropology • Department of Classics • Department of Near and Middle Eastern Civilizations • Department for the Study of Religion • Archaeology Centre 	<p>Spring 2017-Fall 2017</p> <p>The MACS proposal was discussed extensively within each participating unit, at various departmental meetings. It has been received enthusiastically, with widespread support.</p>
<p>Consultation with Dean’s Office (and VPAP)</p>	<p>Fall 2016-Fall 2017</p>
	<p>Graduate unit approval</p>
	<p>Faculty/divisional governance</p>
<p>Submission to Provost’s Office</p>	<p>October 2017</p>
<p>Report to AP&P</p>	
<p>Report to Ontario Quality Council</p>	

Appendix B: Core Faculty Research Synopses

Note for proponents: Please provide a full list **of all faculty** who intend to participate in the Collaborative Specialization from each participating degree program. In each instance, provide two to four recent publications that show active engagement in the field.

Core faculty members are those who are eligible to teach and/or supervise in the Collaborative Specialization, as appropriate. Core faculty members must hold graduate faculty membership in one of the participating degree programs. The process of identifying a graduate faculty member as a Collaborative Specialization core faculty member is initiated by the faculty member or the Collaborative Specialization Director. Both the faculty member's home graduate unit chair or director and the Collaborative Specialization Director must agree, as well as the faculty member involved. The Collaborative Specialization Director is responsible for maintaining records of agreements concerning assignment of core faculty members to the Collaborative Specialization. Formal cross-appointments to the graduate faculty are not required for core faculty members.

There must be at least one faculty member listed from each participating graduate program. Collaborative Specialization students must have a core Collaborative Specialization graduate faculty member from the student's home graduate unit as a supervisor, where a supervisor is required.

All teaching staff identified as members of the Collaborative Specialization are core faculty of the participating approved graduate programs and have been approved by the chair or director of their home unit for cross-appointment to the Collaborative Specialization. In bringing forward a proposal for a new Collaborative Specialization, the concern is that, in addition to being approved members of the graduate teaching staff, all proposed faculty be active in the area of the Collaborative Specialization. This list highlights peer review publications by the approved faculty members in the Collaborative Specialization area.

Department of Classics

1. Ben Akrigg (Associate Professor)
 - a. Akrigg, B. and R. Tordoff (eds.), 2013. *Slaves and Slavery in Ancient Greek Comic Drama*. Cambridge: Cambridge University Press.
 - b. Akrigg, B. 2011. Demography and Classical Athens. In C. Holleran and A. Pudsey (eds.), *Demography and the Graeco-Roman World*, 37–59. Cambridge: Cambridge University Press.
 - c. Akrigg, B. 2007. The nature and implications of Athens' changed social structure and economy. In R. Osborne (ed.), *Debating the Athenian Cultural Revolution*, 27–43. Cambridge: Cambridge University Press.
2. Seth Bernard (Assistant Professor)
 - a. Bernard, S. and S. Pike, 2016. "Isotope analysis of marble from the Stoa of Attalos and the organization of the Hellenistic quarries at Mt. Pentelikon" in P. Pensabene, ed. *Proceedings of the 10th Congress of the Association for the Study of Marble and Other Stones in Antiquity, May 2012*, L'Erma di Bretschneider: 451-59.
 - b. Bernard, S. 2010. "Pentelic Marble in Architecture at Rome and the Republican Marble

Trade” *Journal of Roman Archaeology* 23.1: 35-54.

- c. Bernard, S. 2012. “Continuing the Debate on Rome’s Earliest Circuit Walls,” *Papers of the British School at Rome* 80: 1-44.

3. Katherine Blouin (Associate Professor)

- a. Blouin, K. 2014. *Triangular Landscapes: Environment, Society, and the State in the Nile Delta under Roman Rule*. Oxford: Oxford University Press.
- b. Blouin, K. 2013. The Agricultural Economy of the Mendesian Nome during the Roman Period, in A.K. Bowman and A. I. Wilson (eds). Oxford: Oxford University Press.
- c. Blouin, K. 2013. Régionalisme fiscal dans l’Égypte romaine: le cas des terres limnitiques mendésiennes. In F. de Angelis (ed.), *Regionalism and Globalism in Antiquity: Exploring their Limits*, 291–318. Leuven: Peeters.

4. Carrie Fulton (Assistant Professor)

- a. Sewell, D., C. Fulton, A. Viduka. (forthcoming). “Interaction, production, and exchange in Late Bronze Age Cyprus: The case of Tochni Lakki.” In *IKUWA V*, October 15-19, 2014, Cartagena, Spain. Museo Nacional de Arqueología Subacuática: Cartagena, Spain.
- b. Fulton, C., A. Viduka, J. Hollick, A. Woods, A. Hutchison, D. Sewell, S. Manning. (2016). “Use of Photogrammetry for Non-Disturbance Underwater Survey: An Analysis of In Situ Stone Anchors.” *Advances in Archaeological Practice* 4(1): 17-30.
- c. Carlson, D. N. and C. E. Atkins (Fulton). (2008). “Leaving No Stone Unturned: The 2007 Excavation Season at Kızılburun, Turkey.” *INA Annual 2007*: 22-28.

5. Ephraim Lytle (Associate Professor)

- a. Lytle, E. 2016. “Status Beyond Law: Ownership, Access and the Ancient Mediterranean,” in: T. Bekker-Nielsen and R. Gertwagen, eds., *The Inland Seas: Towards an Ecohistory of the Mediterranean* [Geographica Historica] (Stuttgart), 107-135.
- b. Fantalkin, A. and E. Lytle, 2016. “Alcaeus and Antimenidas: Reassessing the Evidence for Greek Mercenaries in the Neo-Babylonian Army,” *Klio: Beiträge zur Alten Geschichte* 98.1, 90-117.
- c. Lytle, E. 2016. “Chaerephilus & Sons: Vertical Integration, Classical Athens and the Black Sea Fish Trade,” *Ancient Society* 46: 1-26.
- d. Lytle, E. forthcoming. “Fishing with Fire: Technology, Economy and Two Greek Inscriptions,” *Historia: Zeitschrift für Alte Geschichte*.

6. Sarah Murray (Assistant Professor)

- a. 2018. Data, Labeling, and Language in the History of Scholarship on Early Greece. *Hesperia* 87.1 [in press]
- b. 2018. Imported Exotica and Mortuary Ritual at Perati in Late Helladic IIIC East Attica. *American Journal of Archaeology* 122.1 [in press]
- c. 2017. *The Collapse of the Mycenaean Economy: Imports, Trade, and Institutions 1300-700 BCE*. Cambridge: Cambridge University Press

Graduate Department of Art

7. Bjoern Ewald (Associate Professor)

- a. Ewald, B. and P. Zanker, 2012. *Living with Myths*. Translated by Julia Slater. Oxford: Oxford University Press.
- b. Ewald, B. and C. Norena (eds.), 2010. *The Emperor and Rome*. Yale Classical Studies

35. Cambridge: Cambridge University Press.

- c. Ewald, B. 2012. Paradigms of personhood and regimes of representation: some notes on the transformation of Roman sarcophagi. In J. Elsner and Wu Hung (eds.), *RES. Anthropology and Aesthetics* 61/62, 41-64.
8. **SeungJung Kim (Assistant Professor)**
 - a. Kim, S. in prep. "The Italian Job: Targeted Marketing in Etruria with Amazons on Early Attic Vases" For *American Journal of Archaeology*.
 - b. Kim, S. 2017, in press. "Toward a Phenomenology of Time in Ancient Greek Art," in *Construction of Time in Antiquity*, eds. J. Ben-Dov and L. Doering (Cambridge University Press).
 - c. Kim, S. 2011. "The Beginnings of the East-West Dialogue: An Examination of Dionysiac Representations in Gandharan and Kushan Mathuran Art," in *Beyond Boundaries: East West Cross-Cultural Encounters*, ed., Michelle Huang, 16-33. (Cambridge Scholar Publishing).
 9. **Carl Knappett (Professor)**
 - a. Kiriati, E. and C. Knappett (eds.), 2016. *Human Mobility and Technological Transfer in the Prehistoric Mediterranean*. British School at Athens Studies in Greek Antiquity 1. Cambridge: Cambridge University Press.
 - b. Knappett, C. and I. Nikolakopoulou, 2014. Inside out: materiality and connectivity in the Aegean archipelago. In B. Knapp and P. van Dommelen (eds.) *Cambridge Handbook of the Mediterranean World in the Bronze-Iron Ages*, 25-39. Cambridge: Cambridge University Press.
 - c. Leidwanger, J. and Knappett, C. (eds.), forthcoming. *Networks of Maritime Connectivity in the Ancient Mediterranean*.

Department of Anthropology

10. **Ted Banning (Professor)**
 - a. Harrison, T.P., Banning, E.B. and S. Klassen (eds). 2015. *Walls of the Prince: Egyptian Interactions with Southwest Asia in Antiquity*. Leiden: Brill.
 - b. Gibbs, K. and E.B. Banning, 2013. Late Neolithic society and village life: The view from the southern Levant, in O. Nieuwenhuys, P. Akkermans, R. Bernbeck and J. Rogasch (eds.), *Interpreting the Late Neolithic of Upper Mesopotamia*, 354–66. Leiden: Brepols.
 - c. Banning, E.B. 2012. So Fair a House: Göbekli Tepe and the Identification of Temples in the Pre-Pottery Neolithic of the Near East. *Current Anthropology* 52(5), 619-660.
11. **Michael Chazan (Professor)**
 - a. Maher, L.A., Banning, E.B., and M. Chazan, 2011. Oasis or Mirage? Assessing the Role of Abrupt Climate Change in the Prehistory of the Southern Levant. *Cambridge Archaeological Journal* 21(1), 1–30.
 - b. Chazan, M. and E. Banning (eds.), 2006. *Domesticating Space : Construction, Community, and Cosmology in the Late Prehistoric Near East*. Berlin : Ex Oriente.
 - c. M. Chazan and L.K. Horwitz (eds), 2007. *Holon : a Lower Paleolithic Site in Israel*. Cambridge, Mass. : Peabody Museum of Archaeology and Ethnology, Harvard University.

12. **Edward Swenson (Associate Professor)**

- a. Swenson, E.R. 2015. Archaeological Approaches to Sacred Landscapes and Rituals of Place-Making. In *The Changing World Religion Map: Sacred Places, Identities, Practices, and Politics*. Edited by Stanley D. Brunn, pp. 477-502. New York: Springer.
- b. Swenson, E.R. 2015. The Archaeology of Ritual, *Annual Review of Archaeology* 44: 329-345.
- c. Swenson, E.R. 2013. Interpreting the Political Landscape of Early State Religions. In Michael Lambek and Janice Boddy (Eds) *A Companion to the Anthropology of Religion*, pp. 471-488. London: Wiley-Blackwell.

Department of Near and Middle Eastern Civilizations

13. Tim Harrison (Professor)

- a. Harrison, T. 2016. "The Neo-Assyrian Provincial Administration at Tayinat (Ancient Kunalia)." Pp. 253-64, in *The Provincial Archaeology of the Assyrian Empire*. Ed. by J. MacGinnis, D. Wicke, and T. Greenfield. Cambridge: McDonald Institute for Archaeological Research.
- b. Harrison, T. 2014. "Articulating Neo-Assyrian Imperialism at Tell Tayinat." Pp. 80-96, in *Archaeologies of Text: Archaeology, Technology, and Ethics*. Ed. by M.T. Rutz and M.M. Kersel. Oxford: Oxbow Books.
- c. Harrison, T. 2014. "Family Religion from a Northern Levantine Perspective." Pp. 183-96, in *Family and Household Religion: Toward a Synthesis of Old Testament Studies, Archaeology, Epigraphy, and Cultural Studies*. Ed. by R. Albertz, B. Alpert Nakhai, S.M. Olyan and R. Schmitt. Winona Lake, IN: Eisenbrauns,.
- d. Harrison, T. 2013. "Landscapes of Power: Neo-Hittite Citadels in Comparative Perspective." Pp. 97-114, in *Cities and Citadels in Turkey: From the Iron Age to the Seljuks*. Edited by S. Redford and N. Ergin. Leuven: Peeters.

14. Clemens Reichel (Associate Professor)

- a. Reichel, C. 2012. "Bureaucratic Backlashes—the agency of record-keeping in the development of early Mesopotamian society," in *Agency of Writing*, ed. by Joshua Englehardt. University of Colorado Press.
- b. Reichel, C. 2013. *Mesopotamia: inventing our World*. Exhibit Catalogue. Toronto: Royal Ontario Museum.
- c. Reichel, C. In prep. *Political Changes and Cultural Continuity at the Palace of the Rulers in Eshnunna (Tell Asmar) from the Ur III Period to the Isin-Larsa Period (ca. 2070 – 1850 B.C.)*.

15. Mary-Ann Pouls Wegner (Associate Professor)

- a. Forthcoming. Every Good and Pure Thing: Sacrifice in the Ancient Egyptian Context," in C. Murray (ed.), *Archaeologies of Sacrifice*. Institute for European and Mediterranean Archaeology, Distinguished Monograph Series (Buffalo: State University of New York Press).
- b. Forthcoming. *The Monumental Building Program of Thutmose III at Abydos: Pilgrims, Patrons, and the Landscape of Ritual*. (University of Pennsylvania and Yale University monograph series).
- c. 2011. "New Kingdom Ceramics associated with the Cult Chapel of Thutmose III at Abydos: Preliminary Analysis and Interpretation." *Cahiers de la Céramique Égyptienne* 9: 367-414.

Department for the Study of Religion

16. John Kloppenborg (Professor)

- a. Kloppenborg, J.S. 2015. "Q, Bethsaida, Khorazin and Capernaum." In *Q in Context: II: Social Setting and Archaeological Background of the Sayings Source*, ed. Markus Tiwald. *Bonner biblische Beiträge*, vol. 173. Göttingen: Vandenhoeck & Ruprecht, 61–90.
- b. Kloppenborg, J.S. 2006. "The Theodotos Synagogue Inscription and the Problem of First-Century Synagogue Buildings." In *Jesus and Archaeology*, ed. James H. Charlesworth. Grand Rapids, Mich.: Wm. B. Eerdmans, 236–82.
- c. Kloppenborg, J.S., and R.S. Ascough. 2011. Attica, Central Greece, Macedonia, Thrace. In *Attica, Central Greece, Macedonia, Thrace. In Greco-Roman Associations: Texts, Translations, and Commentary I*. BZNTW, vol. 181. Berlin and New York: Walter de Gruyter.

17. John Marshall (Associate Professor)

- a. Marshall, J. 2012. Misunderstanding the New Paul: Marcion's transformation of the Sonderzeit Paul. *Journal of Early Christian Studies* 20(1), 1–29.
- b. Marshall, J. and P. Klassen, 2012. Saint as cipher: Paul and the politics of ritual repudiation. *History of Religions* 51(4), 344–63.
- c. Marshall, J. 2008. 'I left you in Crete': narrative deception and social hierarchy in the letter to Titus. *Journal of Biblical Literature* 127(4), 781–803.

Appendix C – Description of Required Core Course

The Collaborative Specialization requires a core course, which will be submitted for governance approval in tandem with this proposal. The course description is as follows:

Methods in Mediterranean Archaeology (MAC XXXX, 1.0 FCE)

The study of the ancient Mediterranean world has been both enriched and complicated by the diversity of cultures and states that occupied its shores throughout antiquity, and the vastly different bodies of evidence those cultures and states left behind. This diversity of evidence has led to the development of distinctive standard methodologies operating within sub-disciplines. The aim of this course is to provide students with a critical understanding of what constitutes method within the different domains of Classical archaeology, ancient history, and prehistory, and the challenges and opportunities in working across these methods to produce new frameworks for researching the ancient Mediterranean. Students will examine ways in which historical and archaeological methods might be applied comparatively or diachronically across traditional chronological or geographical boundaries. Themes and topics to be discussed will include demography and settlement patterns; religion and art; technology and economy; and connectivity and networks. Readings will be drawn from several core 'classic' texts on the ancient Mediterranean and specific case studies. Students will be evaluated based on in-class presentations and a major research paper.

Appendix D – Fieldwork Manifest for Mediterranean Archaeology Collaborative Specialization

The following fieldwork projects are connected with core faculty in the Mediterranean Archaeology Collaborative Specialization (MACS). Every faculty member listed can commit to taking 1-2 graduate students from MACS each year, thereby providing more than enough capacity to fulfill the fieldwork requirement for MACS students. Also, all of these projects welcome students with varying levels of experience; and the prior level of experience will be taken into account in assessment, so that inexperienced students are not put at a disadvantage. In addition to the projects listed below, note that UofT is an institutional member of the American School of Classical Studies at Athens (ASCSA). MACS students from Classics (and other departments) would be excellent candidates for the regular member program, which includes participation in the archaeological field school at Corinth. The ASCSA has generous fellowship support.

Populonia, Italy (Prof. Seth Bernard, Classics)

Prof. Bernard can take students to Italy for research with collections and sites, as well as site-specific archaeology at Populonia, for the next few years.

Maroni-Tsaroukkas, Cyprus (Prof. Carrie Fulton, Classics)

This project involves underwater and coastal survey of south-central Cyprus. Students will receive training in digital documentation techniques, survey methodology, data management,

and artefact recording. For assessment in the field, students are responsible for keeping daily logs and submitting a final report of their involvement for the season.

Ashdod-Yam, Israel (Prof. Eph Lytle, Classics)

This project could accommodate two MACS students, where they would receive training in archaeological excavation, and no prior experience necessary. Students would be supported through a combination of departmental travel awards and research funds. <http://archaeological.wixsite.com/ashdodyam>

Argos, Greece (Prof. Sarah Murray, Classics)

This project offers architectural recording on the Aspis at Argos for two student assistants. Skills acquired would be precision survey with a dGPS and total station, GIS mapping, photography techniques, photogrammetric recording and processing, drone piloting, and drafting/inking of models for publication.

Palaikastro, Greece (Prof. Carl Knappett, Art)

At this Bronze Age site in east Crete a multi-year project engages in excavation, post-excavation analysis, conservation, and site enhancement. Depending on the year, students would receive training in one or more of these domains.

Tell Tayinat, Turkey (Prof. Tim Harrison, NMC)

This excavation project can commit to taking two graduate students every year, regardless of background or level of fieldwork experience.

Appendix E – Mediterranean Archaeology Proseminar 2017-18 Schedule

September 21st

Elisabetta Boaretto (Weizmann Institute of Science)

Timing the arrival of the Philistines in the Southern Levant: the field to lab radiocarbon dating approach.

October 19th

Michael Chazan (Dept of Anthropology, UofT)

The Mediterranean as a Geographical Unit in Human Evolution

November 24-25

ROM/Dept of History of Art event: *Thalassa: underwater archaeology and maritime connections in the ancient east Mediterranean*

Stella Demesticha, (University of Cyprus)

Bernard Knapp (Glasgow)

Theotokis Theodoulou (Greek Ministry of Culture and Sports)

Catherine Pratt (Western University)

Carrie Fulton (University of Toronto)

Matthias Recke (Goethe-Universität, Frankfurt)

Justin Leidwanger (Stanford University)

Elizabeth S. Greene (Brock University)

December 7th

Ted Banning (Dept of Anthropology, UofT)

The emergence of Neolithic households

January 18th

Carl Knappett (Dept of History of Art, UofT)

Connectivity in the Bronze Age Aegean

February 15th

Sarah Murray (Dept of Classics, UofT)

Dark Age in the Mediterranean

March 8th

Tim Harrison (NMC, UofT)

Small Scale Socio-Political Complexity and Imperial Interaction in the Iron Age Eastern Mediterranean?