

The Department of Classics
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<http://www.stanford.edu/dept/classics/>

1 History of the Classics Department

excerpted from "The Department of Classics: A History," in The Stanford Classicist 4/1 (Summer 1991) by Lionel Pearson, with additional notes by Mark Edwards

The Department of Classics at Stanford University dates back to the first year of classes in 1891. At that time, there were already ten Greek and eighteen Latin "majors" under the supervision of two faculty members. Among the early faculty were Augustus Taber Murray who would in 1928 take a leave of absence to become President Herbert Hoover's religious advisor. He was by contemporary accounts not simply a great Classics mind but also an avid tennis player. Indeed, one of his sons would win the national tennis championships at Forest Hills, New York in 1917.

Emphasis in the early years of the department was on undergraduate education and the faculty offered classes in Greek and Latin and well as in translation. Professor Murray translated Homer's *Iliad* and *Odyssey* for the Loeb Classical Library and Professor Fairclough, who joined the faculty in 1893, who would later serve as President of the American Philological Association, translated Virgil and Horace's *Satires* and *Epistles*, for the same series.

Several distinguished European scholars joined the faculty, notably Hermann Fränkel from Germany and Lionel Pearson from England. By 1952 the faculty was up to five members.

The graduate program began in earnest in 1958, with the first Ph.D. awarded by the department given in 1963. A number of very distinguished Classicists are counted among the graduate alumni of the department. Brooks Otis joined the department in 1959. Continuing its strong connection to Europe, the department appointed Toni Raubitschek, the distinguished Austrian epigrapher and Greek historian from Princeton University, in 1963 and T.B.L. Webster in 1966. Throughout the 1960's the department continued to grow in numbers and in breadth of coverage. Michael Wigodsky joined the faculty in 196XX, and the linguist Professor Andrew Devine arrived in 1965.

In the 1970's the distinguished translator of classical texts Michael Grant came to the faculty, as did Professors Marsh McCall and Michael Jameson. The Stanford in Greece Program began in 1972. Susan Stephens arrived in 1978 followed by Susan Treggiari in 1982

New faculty continued to join the ranks of the department in the 1980's and 1990's. Ian Morris arrived in 1995, Joe Manning the following year and Yasmin Syed in 1997. Our most recent appointments are Michael Shanks, joining us from The University of Wales/Lampeter in Winter 1999, and Richard Martin from Princeton in the Fall of 1999. Professor Alessandro Barchiesi will teach courses for us in the Fall term as well.

SS-update faculty arrivals here. Reviel Netz, Joy Connolly,

The department has continued its fine tradition of service to Classics in America with Mike Jameson serving as President of the American Philological Association in 1980 and Sue Treggiari serving in the same capacity in 1997. Also in 1997 the Toni and

Isabelle Raubitschek Chair of Greek was announced by President Gerhard Casper and is filled by Professor Richard Martin. The next year, 1998, the Jean and Rebecca Willard Chair of Ancient History and Archaeology was announced and is currently filled by Professor Ian Morris.

2 The Department-an overview

The current department is among the broadest faculties of Classics in the country, covering both the traditional core mission of Classics, Greek and Latin literature and culture, as well as subjects and disciplines crucial to the study of these cultures. These subjects include Egyptology, ancient history, archaeology, linguistics, papyrology, epigraphy and the history of science. The department houses its own reference library which is available for the use of Classics majors. A key will be issued by Alicia Sanchez to the major, who is responsible for maintaining the library's cleanliness and tidiness. Books are non-circulating and the library, because of its size, is not for the use on non-Classics persons. A computer room, housing three terminals as well as a printer is also available on the first floor of the department. All majors and minors also receive a mailbox in the department.

2.1 What is Classics and why study it?

What is Classics? Traditionally, the study of Classics is centered around the literature and material culture of ancient Greece and Rome. Training includes the study of the classical languages (Greek, Latin), art, archaeology, literature and history. But at Stanford we believe that Classics is more than the study of two great civilizations in the Mediterranean basin. Classics includes, in part at least, the relationship of us to the ancient world. This opens up exciting possibilities to understand what the study of Classics is, why we study it, and how it can be relevant to today's world. By offering courses in ancient Egypt, for example, we may better understand Plato's interest in Egypt or the process of provincial Roman administration. In short, the study of Classics is an exciting, very active, interdisciplinary subject which is concerned not only with Greek and Roman civilization but several other cultures which interacted with and influenced them and it covers more than 2,000 years of human history.

Why study Classics? Why would any rational undergraduate want to take a course, much less take a major or minor, in Classics? In these days of competitive markets for graduate admissions and jobs, it is a good question. "Because it makes you think" is our answer. Stanford students often divide themselves into two groups, affectionately (we presume) called the "fuzzies" and the "techies." These two groups seldom meet except in general education classes. The Stanford Classics department is a bridge which links the two Stanford worlds and is indeed one of the few subjects in which you can successively be both a "fuzzie" and a "techie." Why? Because Classics covers virtually every other subject offered at Stanford. From the history of Law and Medicine, to Philosophy and Comparative Literature, from the history of Science to Linguistics. If you want a firm grasp of any of these fields, come to the Classics department. We provide a sound understanding of the development of these fields and their interrelationships. If you are scientifically inclined, remote sensing techniques in Archaeology, or computer-aided graphics programs to reconstruct an ancient text written on papyrus, allows you to combine science and humanities pursuits. The study of ancient languages will provide you not only a sound grasp of grammar and etymology but the fundamentals of writing style as well.

In short, why not study Classics? You will get close personal attention from senior and junior faculty; you will graduate with the ability to think, to analyze, and to

write critically; and you will leave the farm with a sound liberal arts education which will prepare you for any career you choose. Many of our graduates have gone off to top-ranked graduate programs in the Humanities, to careers in publishing, to Medical and Law school and beyond. We hope to see you in one of our classes!

2.2 WWW links to Classics

Classics is at the forefront in the use of IT. We invite you to explore some of these basic links which serve as gateways to the field, and will provide you with an orientation to what is current as well as to the range of research in the field.

The *American Philological Association*, the governing body for American Classicists:
<http://scholar.cc.emory.edu/scripts/APA/APA-MENU.html>

The *Perseus Project*, “a Digital Library of resources for the study of the ancient world and beyond. The project started out as a Digital Library of Classical Civilization and has been expanding its holdings to include Latin Texts and lexicographical resources”:
<http://www.tlg.uci.edu/~tlg/index/resources.html>

Diotoma, a web-based search engine for the study of women and gender in the Ancient world:
<http://www.tlg.uci.edu/~tlg/index/resources.html>

A gateway to Classical archaeology:
<http://www.tlg.uci.edu/~tlg/index/gateways.html>

Links to Classical Material, maintained by the University of Victoria, Wellington, New Zealand is a good place to start:
<http://www.tlg.uci.edu/~tlg/index/gateways.html>

3.0 The Classics Major

There are currently five major courses of studies leading to a B.A. in Classics (Classical Studies, Greek, Latin, Greek & Latin, Ancient History) and a sixth one, Classical Archaeology, is in the planning stage. All majors require sixty (60) units of work. A sample program in Greek, and Greek and Latin is provided at the end of the handbook as a general guide to help you in planning your major program.

3.1 When to begin:

Prospective majors in Classical Studies, Greek and Latin (options 1, 2 and 3 below) are encouraged to declare at the beginning of the Junior year but are urged to discuss their plans with the Director of Undergraduate Studies (DUS) as early as possible. Students who choose to major in Greek and Latin (option 4 below) should begin the curriculum as soon as possible, since it is difficult to complete the language requirements without an early start; those with no previous knowledge of Latin or Greek should begin study in the Freshman year or as early as possible in the Sophomore year.

3.2 Declaring a major:

To declare a major, a student must fill out the declaration of Major form in the Registrar's Office, or on line through Axess, and meet with the Director of Undergraduate Studies in the Department of Classics. At that time, the Director of Undergraduate Studies assigns each student a department adviser who helps to prepare a program of study; students should meet with their advisers at least once a quarter. Each student's progress towards

fulfillment of the major requirements is recorded in a file kept in the main office. It is the student's responsibility to work with his/her adviser in keeping this file up to date.

3.3 The Classical Studies Major

At least 60 units, including at least two courses in Latin or Greek at the 100-level or higher or one course in one of the languages at the 100-level or higher plus the series 1, 2, 3 or 51 and 52 in the other language (or an equivalent approved by the department). In addition, students are required to take the Majors Seminar (378-176) and at least one course in each of the following five groups: ancient history, art and archaeology, literature in translation, philosophy, religion and mythology. Students are strongly urged to meet with the Director of Undergraduate Studies to discuss options for pursuing a period of study in the Mediterranean region.

This major is recommended for students who wish to study the classical civilization in depth but do not wish to study the languages to the extent required by options 2, 3, and 4. It is not suitable for students who wish to do graduate work in Classics or to teach Latin or Greek in high school, as the language work is insufficient for these purposes.

3.4 The Greek Major

At least 60 units, including a minimum of 31 units in Greek courses at the 100-level or higher (it is recommended that one of these courses be Greek 175A, although this course should not be attempted until students have completed three years of Greek). In addition to courses in Greek, students are required to take the Majors Seminar (378-176) and at least one course in each of the following three groups: history and/or archaeology, literature in translation, religion and/or philosophy. the introductory sequence (1, 2, 3; or 51 and 52) or one 100-level course in Latin is recommended. Beginning courses in Greek, if required, may be counted toward the total of 60 units. Relevant courses in other departments of the humanities may count towards the major with the consent of the Director of Undergraduate Studies. Students are strongly urged to meet with the Director of Undergraduate Studies to discuss options for pursuing a period of study in the Mediterranean region.

3.5 The Latin Major

At least 60 units, including a minimum of 31 units in Latin courses at the 100-level or higher (it is recommended that one of these courses be Latin 175A, although this course should not be attempted until students have completed three years of Latin). In addition to courses in Latin, students are required to take the Majors Seminar (378-176) and at least one course in each of the following three groups: history/archaeology, literature in translation, and philosophy/religion. The introductory sequence (1, 2, 3; or 51 and 52) or one 100-level course in Greek is recommended. Beginning courses in Latin, if required, may be counted towards the total of 60 units. Relevant courses in other departments of the humanities may count toward towards the major with the consent of the Director of Undergraduate Studies. Students are strongly urged to meet with the Director of Undergraduate Studies to discuss options for pursuing a period of study in the Mediterranean region.

3.6 The Greek and Latin Major

At least 60 units, including 30 units in Greek courses and the same number in Latin. It is recommended that students take Greek 175A or Latin 175A (or both), although these courses should not be attempted until students have completed three years of the respective language. All students are required to take the Majors Seminar (378-176); it is strongly recommended that students take a course in ancient history. Relevant courses in

other departments of the humanities may count towards the major with the consent of the Director of Undergraduate Studies. Students are strongly urged to meet with the Director of Undergraduate Studies to discuss options for pursuing a period of study in the Mediterranean region. The general sequence of texts read in the second and third year Greek and Latin courses is as follows:

Second year Latin: Autumn--mixture of Republican poetry and prose; Winter--usually Ovid or some fairly easy poetry; Spring--Vergil;

Third year Latin: Autumn-- lyric; Winter-- Silver Latin prose Pliny, Petronius, Seneca, or sim; Spring--usually up for grabs-- a range of authors not yet encountered, subject to the discretion of the instructor.

Second year Greek: Autumn--easy Plato (apology?); Winter--Tragedy; Spring--Homer;

Third year Greek--Autumn—Lyric or Elegiac; Winter--prose--Herodotus or Thucydides or advanced Plato; Spring—a range of authors not yet encountered, subject to the discretion of the instructor.

3.7 The Ancient History Major

At least 60 units of approved courses. All courses counted for the degree must be taken for a letter grade. Students must satisfy four requirements:(1) THE CORE (10 units). Each major must take the foundation courses Ancient Mediterranean World I and II (317-100A, 100B); (2) WRITING IN THE MAJOR requirement. This is fulfilled by taking the Major's seminar (5 units), "Interpreting Antiquity" (378-176); (3) DEPTH requirement. A major must take at least 30 units of ancient history and civilization courses, drawn from courses with 371 or 378 prefixes. The courses chosen must be approved in advance by the Director of Undergraduate Studies. Students may substitute graduate seminars in ancient history for some of these courses; (4) BREADTH requirement. Each student must take at least one course in each of the following areas: archaeology and art; comparative ancient civilizations; historical and social theory. The courses chosen must be approved in advance by the Director of Undergraduate Studies, and will normally be chosen from the list of recommended course below. Recommended courses for the BREADTH requirement:

Archaeology and art: e.g. any course with the 372 prefix; Anthropology 91/191, Archaeological Field Methods; Anthropology 182A, Archaeology and Education at Zuni Pueblo. Comparative ancient civilizations: e.g. Anthropology 3, Human Prehistory; Anthropology 8, Prehistory, Myth, and the Notion of the Primitive; Anthropology 98A, Maya Mythology Multimedia Project; Anthropology 173, Maya Hieroglyphic Writing; Anthropology 183/283, Language and Prehistory; Anthropology 189, Incas and their Ancestors; History 192A, Chinese History to the 13th Century; History 194A, Early and Medieval Japan. Historical and Social Theory: e.g. Anthropology 1/101, Social and Cultural Anthropology; Anthropology 90, Theory in Anthropology; History 173C, Introduction to Feminist Studies; History 202, Introduction to Problems of Historical Interpretation and Explanation; History 203B, Theories of World History; Sociology 1, Introduction to Sociology; Sociology 114, Economic Sociology; Sociology 136A, Law and Society; Sociology 140, Introduction to Social Stratification; Sociology 142, Sociology of Gender; Sociology 170, Classics of Modern Social Theory.

We strongly urge all students to meet with the Director of Undergraduate Studies to discuss options for pursuing a period of study in the Mediterranean (programs and funding are described below).

3.8 The Classics Minor

The DUS meets with each student who opts for a minor to discuss his/her chosen curriculum and assigns the student an adviser in the relevant field. Students are required to work closely with their advisers to create a cohesive curriculum

within each area. Students may organize their curriculum according to different principles: for example, they may wish to focus on a specific historical period (Classical Athens, Imperial Rome), or on a specific theme or topic (women in antiquity). After

consulting with the adviser, each student must submit (in writing) a "Proposed Curriculum" to the undergraduate director.

Students may proceed with the minor when the undergraduate director has approved the proposal. Courses offered in Greek and Latin above the 100 level may count toward the minor, provided the subject matter is suitable.

Students may choose between three minors in Classics:

1. Classical Languages: students are required to take a minimum of five courses in Greek or in Latin plus the Major's Seminar (378-176). Students wishing to combine Greek and Latin may only do so if courses for one of the two languages are all above the 100 level; for example, Greek 51, 52 plus Latin 103, 111, 175.

2. History: students are required to take a minimum of five courses in history, art history, and archaeology plus the Major's Seminar (378-176). Courses offered in Latin and Greek that focus on historical topics or authors may count toward the minor.

3. Literature and Philosophy: students are required to take a minimum of five courses in classical literature or philosophy plus the Major's Seminar (378-176). Courses offered in Latin and Greek that focus on philosophical or literary topics or authors may count toward the minor.

All students minoring in Classics are required to take the Major's Seminar (378-176), "Interpreting Antiquity," on which see below, 4.10.

3.9 The Archaeology Minor

Through the **Stanford Archaeology Center**, a student may take a minor in Mediterranean Archaeology. In addition to meeting the University requirements for the undergraduate minor, all undergraduate minors in archaeology are expected to complete a minimum of 6 Courses with a minimum of 27 units. Students who wish to minor in Archaeology should contact the Archaeology program director who will then assign a faculty advisor.

3.9.1 Required Courses (2 courses, 10 Units)

Students are required to take both:

*Gateway: ANSI 3, Introduction to Prehistoric Archaeology (5 units)**

*Capstone: CASA 139, Archaeology in the Modern World (5 units)**

* ANSI 3 is highly recommended as a first course. Many of the upper level courses in archaeology will require this course as a prerequisite. CASA 139 is considered a capstone course. It is recommended that students take this as the last course in their Minor program.

3.9.2 Area of Concentration (2 courses, 10 Units)

Students must also choose with the *approval the Archaeology program director* an area of concentration in archaeological research to be defined by a minimum of two courses. These courses should provide both breadth and depth in a specific research area. Concentrations should be focused on the archaeology of a particular geographic area, special topics studies, or focused analyses. Sample concentrations include Mediterranean Archaeology, New World Archaeology, Hunter-Gatherer Archaeology, and the Archaeology of Complex Societies.

3.9.3 Suggested courses in Mediterranean Archaeology

Classics 001A, The Ancient Empires, Part 1 (5 units)
Classics 001B, The Ancient Empires, Part 2, (5 units)
Classics 34, The City of Rome (5 units)
Classics 110A, Archaic Greek Art (5 units)
Classics 100B, Classical and Hellenistic Art (5 units)
Classics 120A, Roman Art (5 units)
Classics 300, The Problem of the East in Archaic Greece (graduate) (5 units)
Classics 305, Corinth: A Case Study in Archaeology (graduate) (5 units)
Classics 307, The State in Mediterranean Archaeology (5 units)
GEOP 50Q, Earthquakes and Archaeology (5 units)

3.10 The Major's seminar

All Classics Majors and Minors are required to take the Major's Seminar (378-176, "Interpreting Antiquity"). This is the Writing in the Major (WIM) Requirement and as such the course is writing intensive. Centered around a particular theme or group of texts which changes from year to year and on the interests of the instructor. The course is currently taught by Professor Marsh McCall. We have come to regard the course as a kind of capstone which all of our majors and minors take. Thus whatever our students focus on in their own work, they will at the end of the undergraduate career have a sense of a larger part of the field. The requirement of the course is the writing of a 15 page paper, or equivalent in smaller assignments, to be produced by the end of the course. Students will also work closely with a writing tutor. The course meets twice per week for a total of three (3) hours, and the tutor spends an additional two to three hours to develop writing strategies with the students one on one.

The department offers a series of seminars and lectures of visiting scholars as well as Stanford faculty and graduate students. Undergraduate majors and minors are encouraged to attend these. In the Spring of most years, the Department hosts the prestigious Webster lecture at which a prominent Classicist presents a major paper to the department and its guests. The Webster lectures also offers a seminar for the department during the tenure of his/her stay at Stanford.

3.11 Individual Reading courses

Occasionally it becomes necessary, to take a reading course with a professor or advanced graduate student. Students should be advised that the course will be subject to the approval of a willing professor and in consultation with the DUS. A syllabus for the proposed reading course must be approved by the DUS. In general, if such a course tracks a course that is regularly offered by the department, the proposed course will not be approved.

3.12 Co-terminal degrees

3.13 Latin placement exam description

Each year we offer an exam to those students who have taken Latin in their high school careers. Such an exam serves to guide the student to taking courses in Latin at Stanford. Those students who wish to take the placement exam should contact Alicia Sanchez very early in the Autumn term.

3.14 Advising

After consulting with the DUS, each Classics major and minor will be assigned a faculty adviser at the time of declaring a major or minor. Students may choose the adviser based on knowing the professor previously or based on the subject of research of that professor. Advisors may help students select courses and may also provide guidance in research, travel opportunities and careers in the field. Advisors typically write letters of recommendation for graduating students and frequently serve as advisors to senior thesis projects. The students may choose to have a different advisor each year, and are advised to consult with their advisors at least once each term. You may get an idea of the range of interests of the faculty by looking at the list at the end of this handbook.

3.15 Study Abroad

The Centro/Rome: Many of our majors apply to study at one of the schools abroad. In general, most students opt to study in Rome at the *ICCS*, the Inter-collegiate Center for Classical Studies in Rome (known commonly as the *Centro*). Both Fall and Spring Semesters are offered. You must apply by March 15 for the following Fall term, and by October 15 for the following Spring Term. Applications will be available either through the Director of Undergraduate Studies or through Professor Treggiari, the ICCS rep. Typically the Semester expenses for this course run a little higher than the Stanford quarter tuition. The student should apply to the DUS for funds to make up the difference. Normally the number of units which transfer back to Stanford Registrar's office is 21 units for the four courses.

American School of Classical Studies/Athens: Like the Centro, a consortium of schools operates the American School in Athens. It offers a full range of courses in Greek history, language and culture, from Archaic to Modern Greece. The program can be taken for a semester or during the Summer. You can find out more about the program by consulting their website, or the DUS who has current programs and other information available.

Archaeological field schools: the department now sponsors an archaeological excavation at Monte Polizzo in Northwest Sicily. The most recent announcement is at the end of the handbook. This who are interested should consult with Professor Morris early in the year prior to the Summer season. Some of our students with an interest in Archaeology have also spent Summers at field schools from Israel to Switzerland and Pompeii. Students with such an interest are urged to consult with the DUS or one of the Archaeology professors about those opportunities.

3.15.1 Travel Money

The department encourages its majors to travel to the Mediterranean at some point in their undergraduate years. The department will provide funding for study trips to the

Mediterranean. An application with a proposed budget and purpose of the trip should be submitted to the DUS no later than 15 April of the year of the proposed travel.

3.16 Departmental Honors and the senior thesis

Those students who wish to graduate with departmental honors must submit a substantial piece of original research in their senior year. A minimum GPA of 'B+' in Classics courses is required for students to enroll in the honors program. To be considered for honors in Classics, the student must select a professor who can supervise his or her honors thesis. Together with the supervisor, the student writes a two- to three-page proposal at the beginning of the senior year. The deadline for submission is 15 October or the Friday before, whichever is earliest. The proposal should outline the project in detail, list relevant courses that have been taken, and name the supervisor. The DUS along with the undergraduate committee gives approval only if it is satisfied that the student has a sufficient basis of knowledge derived from department course work in the general areas the thesis covers (that is, course work in art, Greek and/or Latin language, history, literature, philosophy, and so on). If the proposal is approved, the student may sign up for Undergraduate Thesis (378-199) during one or two quarters of the senior year for a maximum of 6 units a term, up to an overall total of 10 units. Honors are awarded only if the essay receives a grade of 'B+' or higher from the supervisor and a second reader. The student will work under the close supervision of one or two faculty in the Department who will serve as the readers of the thesis. If the subject involves work outside of the direct coverage of the department, the student may select a reader whose regular appointment is within another department at Stanford. Typically the student will register for thesis work in the Winter and Spring of their senior year to devote sufficient time to the research and writing of the thesis. A final copy of the thesis should be submitted to the Director of Undergraduate Studies on 15 May, or the Friday before, whichever is earliest. The final grade shall be determined by averaging the grade given by each of the two thesis readers. The grade must average out to at least a B to receive departmental honors.

University contacts

[Go to the Registrar](#)

[Go to the Advising Center](#)

4 The Department, the Faculty and their interests

[Go to the Faculty](#)

Sample B.A. program in Greek

	UNITS		
	Fall	Winter	Spring
Year 1: Greek 1, 2, 3	5	5	5
Classical Civ. Course		3	

The Undergraduate handbook

Electives, DR's	8	8	10
Year 2: Greek 101, 102, 103	5	5	5
Ancient History	4(5)	4(5)	4(5)
Ancient Art & Archaeology, DR's	6	6	3
Year 3: Greek 111, 112, 113, or 151-163	4	4	4
Latin 1, 2, 3	5	5	5
Electives	6	6	6
Year 4: Greek Style and syntax (Greek 175)	4		
Greek 151-163	4	4	4
Electives	7	11	11

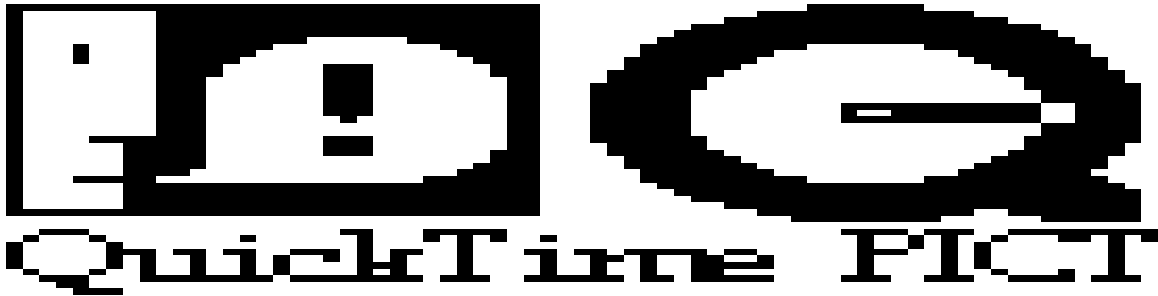
**Stanford in the Mediterranean, 2000
Excavations at Monte Polizzo, Sicily**

Introduction

Monte Polizzo is a major site near the western tip of Sicily. Ancient walls and fragments of pottery sprawl over the top of this hill, covering an area the size of twenty football fields. We do not know what the people who lived there called it, nor why they moved there; nor why they finally abandoned the site.

But we do know that it was home to several hundred souls in one of the most dramatic periods of ancient Mediterranean history. This name, *Monte Polizzo*, means “the hill of the city,” but for “city” it uses not the Italian word *città*, but the ancient Greek, *polis*. Why so? What did the ancient Greeks have to do with this hill?

Preliminary work began in 1999, and already suggests some answers. Among the huge amounts of locally produced pottery are a number of fragments of Greek vessels. We can assign dates to these. They make it look as if Monte Polizzo was settled soon after 700 BC, just as Phoenician traders were settling at Mozia, a tiny island just off the Sicilian coast, barely fifteen miles to the west. And our site was probably deserted around 600, soon after Greeks planted a colony at Selinus, just twenty miles to the south. In this brief span of a hundred years, the cultural map of the Mediterranean was changed forever, and western Sicily became a crossroads of the ancient world.



Monte Polizzo: the acropolis, looking north

That is why we are at Monte Polizzo. The site has lain undisturbed for 2600 years, and here we can address some of the central questions about the archaic Mediterranean: What did the arrival of Greeks and Phoenicians mean for the native peoples of the west? Just how different was it to live in a Sicilian village in the seventh century than in a Greek or Phoenician village? Why did the Sicilians stay home, while Greeks and Phoenicians sailed, traded, and conquered far and wide?

5 The project

This Project is an international research project. Students from Stanford and Northern Illinois Universities will be working alongside others from Gothenburg and Oslo Universities. There is also a technical staff from the Swedish National Heritage Board, archaeologists from the Archaeological Superintendency of Trapani and the town of Salemi, and researchers from Cambridge University and Berkeley.

The fieldwork has two major focuses: excavation on the hill of Monte Polizzo, and an intensive survey of the artifacts of all periods on the modern surface of the valleys around the site. A third team is working on the artifacts recovered by the diggers and surveyors, analyzing and cataloging them; and still other archaeologists are exploring the contemporary meanings of the project. In all, there will be forty to fifty people on the team at any given time.

Stanford's work will focus on the upper part of the hill, what the Greeks would have called the acropolis. No one has dug here yet. We do not know what we will find. Monte Polizzo may be like Morgantina, and major native Sicilian site in the east of the island, where the acropolis was crowded with simple houses; or it may be like Segesta, just ten miles to the north, where Sicilians actively imitated Greek material culture, and covered their acropolis with public buildings such as temples and theaters. Or maybe it's unlike either of these. The only way to find out is to excavate.

The Stanford part of the excavation will be run as a training project. We assume no prior knowledge or field experience. We'll begin with some introductory lectures on the principles of excavation, the interpretation of material culture, and the history of ancient Sicily, and then move directly to working on site. The group will break up into smaller teams of three to four students, and each team will be assigned to work in a particular trench. All students will get training in basic field methods, use of tools, recording, and

interpretation. By the end of season, every student will be competent to be put in charge of the trench for a day. Detailed information of find spots is being coordinated through a Geographic Information System (GIS), and recorded on databases on a central server accessible to all team members on-line; but all students will also learn the basics of traditional stratigraphic recording.

Depending on the pace of work and what we find, we'll work 5 or 6 days each week. We start work very early, to get as much as possible done while it's still cool, and the light is good. We'll leave the site in the early afternoon, and you'll have several hours after this to eat, sleep, go on excursions, etc. In the evenings, each team will do preliminary cleaning of the finds it made that day. Once or twice each week there will be seminars to discuss the progress of the work and make sure everyone's up to date on what's being found in all the different parts of the project. We'll also arrange one or two field trips to other sites or beaches each week. On weekends you're free.

6 Timetable

Tuesday June 13: Arrive at Palermo airport

Wednesday June 14: Settle in, preliminary lecture

Thursday June 15: Visit site, further lectures

Friday June 16—Saturday June 17: Preliminary work on site

Monday June 19—Wednesday July 12: Excavation

Thursday July 13—Friday July 14: Final activities (backfilling parts of the site, checking all recordings, taking artifacts to the museum for storage)

Background reading

Archaeological fieldwork: The classic account is Mortimer Wheeler, *Archaeology from the Earth* (1954). A lot has changed in the nearly fifty years since Wheeler wrote, but this remains the best introduction to the principles of stratigraphy. For a sense of just how much has changed, you should read Ian Hodder, *The Archaeological Process: An Introduction* (1999).

Ancient Sicily: The best account of the archaeology is Robert Leighton, *Sicily Before History* (1999); and the best survey of the history is Moses Finley, *Ancient Sicily* (1979).

Other reading: Get a good guidebook to Sicily. There are plenty.

The region

We stay in the town of Salemi, less than five miles from Monte Polizzo. The township has provided us with a large (but primitive) building to live in. The water supply can be unpredictable, but we'll live. The food's good. Salemi itself is a typical agricultural town, with a quite attractive medieval area, but not much entertainment. There are good beaches to the south at Selinunte, and very good ones to the north at Zingara. Segesta, Mozia, and Selinunte have fascinating archaeological sites, and Erice and Scopello are very charming towns.

Senior team members

Kristian Kristiansen, University of Gothenburg, project coordinator, European synthesis (will be at Stanford May 22-27)

Sebastiano Tusa, Superintendent of Archaeology for Trapani and professor at the University of Palermo. Italian project coordinator.

Ian Morris, Stanford University, excavation

Michael Kolb, University of Northern Illinois, regional field survey (will be at Stanford May 1)

Emma Blake, Stanford University, pottery analysis

Christopher Prescott, University of Oslo, field manager

Marco Montebelli, University of Gothenburg, GIS regional survey

Kari Hjelle, University of Bergen, palynology

Kristina Kelertas, University of Arizona, soils and plant macro fossils

Frederikke Johanson, Swedish National Heritage Board, osteology

Pernilla Flyg, Swedish National Heritage Board, on-site GIS

Giovanni Scememi, local contact and archaeologist, Salemi

Nicolo Spagnolo, local contact and archaeologist, Salemi
