

**The American University of Rome  
Department of Archaeology and Classics**

**Fall 2021**

**AHAR 204      Ancient North Africa**

**Time: Tuesday and Thursday 15:40 – 17:05 pm**

**Location: B 204**

**Instructor: Jens Koehler      Office Hours: by appointment**

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*Mission Statement*

*"The program in Classical Studies is a vigorous and important component of the Department of Arts and Humanities that aspires to excellence. Combining both traditional and innovative courses the program in Classical Studies introduces students to a wide variety of aspects of the ancient worlds of the Mediterranean with a special emphasis on Roman civilization and culture and its survival down to the present. Taking advantage of AUR's location in the heart of Rome, courses are offered on archaeology, art history, social and political history, literature and language, and philosophy. A great deal of the teaching is conducted on-site. The emphasis given by the program to the cultural interchange of the ancient world prepares students to recognize similar mechanisms in the modern world and the need for intercultural understanding and mutual respect."*

**Course Description:** This course discusses the material remains of North Africa from Morocco to Libya and from the foundation of Carthage around 800 BC until the conquest of the same city by the Arabs in AD 698. Special attention will be paid to the cultural interactions of native and foreign populations that shaped its identity: Numidians, Phoenicians, Romans, Berbers, Vandals, Byzantines and Arabs. Major themes that will be treated are: religion, economy, urban culture, art and architecture and the administration of the territory.

**Credits:** Three credits

**Pre-requisites:**

A lower-level Archeology or Art History or Classics course or permission of the instructor.

**Entry Fees:** Students must pay their own entrance fees when required. Prices in Rome can fluctuate without warning and AUR can accept no responsibility for this.

**Course Learning Objectives:**

By the end of this course students will be able to:

1. Describe and identify the topography, chronology, historical background and material culture of ancient North Africa.
2. Distinguish and discuss the historical, philological and archaeological methodologies applied in North African studies.
3. Interpret critically theories about ancient North African culture with particular reference to the region's current situation and the cultural heritage issues raised.
4. Explain the influence and importance of this area for Western civilization.

**Course Learning Activities:**

1. Active participation in class lectures (CLO 1,2,3,4)
2. Readings (CLO 1,2,3,4)
3. Oral presentation (CLO 3,4)
4. Independent research paper (CLO 3,4)

**Assessment:**

Oral Presentation	15%
Midterm Exam	20%
Independent Research Paper	35%
Final Exam	30%

Midterm Exam 20%: This will consist of two sections. Section A (CLO1 & 2) will be short answer questions. Section B (CLO 3 & 4) will be an essay question (one out of a choice of two).

Final Exam 30%: This will consist of two sections. Section A (CLO1 & 2) will be short answer questions. Section B (CLO 3 & 4) will be an essay question (one out of a choice).

Oral Presentation (CLO3 & 4) 15%: A debate prepared in groups (e. g. about Severan emperors – Christian religion – Late antique conquerors), to be presented after midterm. More details to be handed out later.

Independent Research Paper 35% total (CLO3 &4): Students should choose a topic connected with ancient North Africa in consultation with the course instructor.

The paper will be developed in three phases:

1. Thesis statement and a list of planned paragraph topics in note form. 5%.
2. Annotated bibliography of library and electronic sources that the student intends to use. This must contain a minimum of 8 peer-reviewed sources. 5%.
3. Final Essay. A complete draft of the final research paper, taking due account of the comments and amendments made on the first two phases. 25%.

The final paper must conform to the following requirements:

- incorporate a minimum of 6 peer reviewed sources ('incorporate' means more than put them in the bibliography – it means use them in the text)
- a minimum of 2,000 words
- 12 point New Times Roman font
- double spaced with margins of one inch
- appropriate references and credit should be contained in the form of footnotes (e.g. using MLA or Chicago style)
- a full bibliography of all sources used in alphabetical order.

Papers that do not conform to these requirements may be returned. **All three phases are required to be submitted – you may not skip over a phase.** You are encouraged to make full use of illustrative materials, maps, diagrams, photographs etc. but these do not substitute the minimum word requirement.

<b>AUR grade values:</b>	94 – 100 points	=	A	"Excellent"
	90 – 93.99	=	A-	
	87 – 89.99	=	B+	

83 – 86.99	=	B	“Good”
80 – 82.99	=	B-	
77 – 79.99	=	C+	
73 – 76.99	=	C	“Satisfactory”
70 – 72.99	=	C-	
60 – 69.99	=	D	“Poor”
59.99 – 0	=	F	“Failing”

**Academic Integrity:** Plagiarism is always punished and all students should be very conscious that they are not infringing academic integrity when submitting papers or other work that they are claiming as their own. You are advised to read carefully the leaflet issued by the library on Citation and to keep all notes, photocopies etc. that you make whilst writing your independent research project as evidence that the work is your own. A clean desk policy is in operation during the midterm and final exams, nothing should be on your desk except the pen you are writing with. You are not permitted to leave the exam room during the midterm and final exams. If you do your paper will be collected and you will not be allowed to add anything to it. All cases of cheating and plagiarism are reported to the Provost who can take disciplinary action up to and including expulsion.

**AUR attendance policy:** In keeping with AUR’s mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University’s attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

1.1. Tolerated Absences

Students will not be penalized for one absence from classes meeting once a week;

Students will not be penalized for three absences from classes meeting twice a week;

Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor’s specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note\* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies: Students will not be penalized for two absences from class.

2.0. Automatically Accepted Absences

Certain categories of absence will automatically be accepted and will not be counted as one of the 3 tolerated absences (for a 3-credit course meeting twice a week). These absences, which will not be penalized, are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG’s “Ambassador Program” (Student Government initiative)
- Religious Holidays
- The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please refer to the Provost’s Office list of accepted absences for religious holidays)
- Not attending a class due to the observance of a religious holiday will normally not be counted as an absence.
- Students who will miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

\*Note: No Instructor may penalize a student more than half a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+). *Catalog* 2013-2014 p.31-32.

## **Course Reading Material/Textbooks:**

### Textbook

S. Raven, *Rome in Africa* (1993/Routledge, 3rd ed. 2003) e-book

### Bibliography (most books available in the AUR library, or e-books):

- M. E. Aubet, *The Phoenicians and the West: Politics, Colonies and Trade* (2001)  
A. R. Birley, *Septimius Severus: The African Emperor* (1999)  
D. J. Breeze, *The Frontiers of Imperial Rome* (2011)  
M. Brett - E. Fentress, *The Berbers* (1996)  
D. Cherry, *Frontier and Society in Roman North Africa* (1998)  
L. Cilliers, *Roman North Africa: Environment, Society and Medical Contribution, Social Worlds of Late Antiquity and the Early Middle Ages*, vol. 3 (2019) e-book  
J. Conant, *Staying Roman: Conquest and Identity in Africa and the Mediterranean 439–700*, *Cambridge Studies in Medieval Life and Thought*, 4th series, 82 (2012) e-book  
E. Davies, *North Africa. The Roman Coast* (Bradt Travel Guides 2009)  
E. De Sena (ed.), *The Roman Empire During the Severan Dynasty*, *AmJAncHist* n. s. 6-8, 2007-2009 (2013)  
Leslie Dossey, *Peasant and Empire in Christian North Africa, The Transformation of the Classical Heritage*, vol. 47 (2010) e-book  
B. Efros, *Incidental archaeologists: French officers* (2018) e-book  
S. Esmonde Cleary – R. Laurence, *The City in the Roman West* (2011)  
J. D. Fage - R. A. Oliver, *The Cambridge History of Africa* vol. 2 (1978)  
N. Fields, *Roman Conquests: North Africa* (2010)  
R. A. Gabriel, *Scipio Africanus: Rome's Greatest General* (2008)  
B. D. Hoyos, *Hannibal: Rome's Greatest Enemy* (2008)  
J. Koehler, *Before the Hammam: The Ancient Spas of Roman North Africa*, in: M. Bassani, M. Bolder-Boos, U. Fusco (ed.), *Rethinking the Concept of 'Healing Settlements': Water, Cults, Constructions and Contexts in the Ancient World*, *RAC Rome* 2016 (2019) 99-111.  
S. Lancel, *Carthage a history* (1997)  
E. Lennox Manton, *Roman North Africa* (1988)  
P. L. MacKendrick, *The North African Stones Speak* (1980)  
A. H. Merrills, *Vandals, Romans, and Berbers* (2004)  
A. H. Merrills -R. Miles, *The Vandals* (2010) (several chapters on-line)  
F. Millar, *The Roman Empire and its Neighbors* (1967)  
P. C. Naylor, *North Africa. A History from Antiquity to Present* (2009)  
L. M. Stirling – D. C. Stone (ed.), *Mortuary landscapes* (2015) e-book  
D. Robinson - A. Wilson, *Maritime Archaeology and Ancient Trade in the Mediterranean* (2011)  
D. R. Roller, *The World of Juba II* (2003)  
N. Roy – J. Nikolaus – N. Mugnai, *De Africa Romaque: Merging Cultures Across North Africa*,

Society for Libyan Studies Conference, vol. 1 (2016) e-book  
B. D. Shaw, Rulers, Nomads, and Christians (1995)  
G. Sears, The Cities of Roman Africa (2011)  
M. Seefried Brouillet, From Hannibal to Sant Augustine. Ancient Art of North Africa from the Musée du Louvre (1994)  
M. A. Tilley, Donatist martyr stories: the Church in conflict in Roman North Africa (1996)

Websites, Video:

[www.africanworldheritagesites.org](http://www.africanworldheritagesites.org), Frontiers of the Roman Empire  
[www.oala.villanova.edu](http://www.oala.villanova.edu), Hippo-web, Brief History of Roman Africa  
[www.metmuseum.org](http://www.metmuseum.org), Timeline of Art History, Western North Africa  
List of Museums in: Morocco, Algeria, Tunisia, Libya (Wikipedia)  
The Roman Empire in North Africa, YouTube (Lost Treasures of the Ancient World)  
[https://www.temehu.com/Cities\\_sites/museums-of-libya.htm](https://www.temehu.com/Cities_sites/museums-of-libya.htm) (Temehu)  
  
<https://www.tap.info.tn/en/>, Tunis Afrique Press  
<https://www.libyaobserver.ly/>, The Libya Observer  
<https://www.libyaherald.com/>, Libya Herald

## Schedule

T, Aug. 31 in classroom B 204

1. Introduction.

*Syllabus; Raven XIX-XXXIII; ch. 1; Davies; websites.*

TH, Sep. 2

2. Topographical and Historical Overview.

*Raven ch. 1, 1-6; Davies.*

T, Sep. 7

3. Pre-history and indigenous people.

*Raven ch. 1, 6-7. 12-15.; Brett – Fentress.*

TH, Sep. 9

4. Phoenician and Greek colonization.

*Raven ch. 1, 7-12; Aubet.*

T, Sep. 14

5. Carthage: History. The City and the harbor.

*Raven ch. 2; Aubet; Lancel.*

TH, Sep. 16

6. Carthage: Religion. The Tophet.

*Raven ch. 2; Aubet, Lancel; Seefried Brouillet.*

T, Sep. 21

7. Carthage and Rome. The Punic Wars.

*Raven ch. 3; Gabriel; Hoyos.*

TH, Sep. 23

8. Late Republican Rome. Conquest and the Jugurthine War.

*Raven ch. 4; Fields.*

T, Sep. 28

9. Augustus and the African provinces. Juba II. Sculpture.

*Raven ch. 4; Roller; Seefried Brouillet.*

TH, Sep. 30

10. Public Infrastructure: roads, bridges, aqueducts.

*Raven ch. 5; Davies,; MacKendrick; Sears.*

T, Oct. 5

**Paper phase 1 due.**

11. Baths and Spas. Review for midterm.

*Raven ch. 5, 7; Koehler.*

TH, Oct. 7

**12. Midterm Exam.**

T, Oct. 12

13. Economy and social history: agriculture, or the granary of Rome. (AAR Study Collection?)

*Raven ch. 6.*

TH, Oct. 14 no class

T, Oct. 19

14. Ceramic industry and Sea Trade. Amphorae, African pottery exports. (AAR Study Collection?)

*Raven p. 96; Robinson – Wilson; see Mount Testaccio, Rome.*

**TH, Oct. 21**

15. Cities and Architecture: Capitolia, Amphitheaters.  
*Raven ch. 7; Davies; MacKendrick; Sears.*

**T, Oct. 26**

16. The Army, the North African Limes. Triumphal Arches.  
*Raven ch. 5; 7; Breeze; Cherry.*

**TH, Oct. 28**

17. Towns and private homes. Mosaic floors.  
*Raven ch. 5; Davies; MacKendrick.*

**T, Nov. 2** **Paper phase 2 due.**

18. Careers in Roman North Africa. Latin inscriptions.  
*Raven ch. 8.*

**TH, Nov. 4**

19. The process of Christianization in North Africa. Persecution of Christians.  
*Raven ch. 10.*

**T, Nov. 9** **group presentation**

20. Septimius Severus, the African emperor. Leptis Magna.  
*Raven ch. 9; Birley; De Sena; MacKendrick; Sears.*

**TH, Nov. 11** **group presentation**

21. The schism of the church after Constantine. Donatists and Augustine.  
*Raven ch. 11;12; Merrills; Tilley; Shaw.*

**T, Nov. 16** **group presentation**

22. The Vandal invasion and kingdom. Byzantine re-conquest.  
*Raven ch. 12;13; Merrills.*

**TH, Nov. 18**

23. Summary of debates: Severans, Christians, Vandals and Byzantines. The Arab invasion.  
*Raven ch. 14.*

**T, Nov. 30**

24. After Antiquity 1: The Islamic period and the Ottoman Empire. Western colonialism.  
*Naylor.*

**TH, Dec. 2** **Paper due.**

25. After Antiquity 2: Modern national states. The actual situation in Libya. Endangered archaeological heritage in North Africa.  
*Naylor.*

**TH, Dec. 9 (4:00-6:00 p.m.)** **Final exam/or homework**

(This schedule is subject to change.)

**RUBRIC FOR the Research Paper (adapted from Prof Daria Borghese)**

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Failing</b>
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	(A)	(B)	(C)	(D)	(F)
<b>Analysis and evaluation of arguments</b>					
<b>Ability to synthesize arguments</b>					
<b>Accurate and appropriate use of printed and electronic sources.</b>					
<b>Good English and presentation skills</b>					

Analysis and evaluations of arguments: the topic you have chosen has been the subject of debate amongst scholars. Typically ideas develop through time and may differ between different countries, academic disciplines and scholars. It is your job to compare and contrast these opinions and evaluate the validity of the arguments. You should try to analyze why scholars disagree, what is the basis of their differences? You should not try to gloss over the arguments superficially but should actively explore their points of conflict.

Ability to synthesize arguments: when you read books and articles they will develop the arguments in great depth. It is your job to sum up the arguments accurately in a few sentences.

Accurate and appropriate use of printed and electronic sources: you must cite correctly using footnotes and include a complete bibliography at the end. Failure to cite your sources constitutes plagiarism.

Good English and presentation skills: your essay should be written in grammatically correct formal English. It should be presented following the instructions detailed above.



## ORAL PRESENTATION RUBRIC

VERBAL SKILLS			
AUDIBILITY	Volume well suited to room	Reasonable, occasional difficulty in hearing	Poor, difficult to hear, under projected
CLARITY	Most words clear	Occasional lapses but communication not impaired	Poor, difficult to decode
PRONUNCIATION	No marked lapses which interfere with communication	Occasional lapses but communication not seriously impaired	Very frequent lapses, communication impaired
LANGUAGE USE AND ACCURACY	Wide range, appropriate to topic, accurate	Adequate to task, somewhat limited, some inappropriate usage	Limited range, communication impaired
NON-VERBAL SKILLS			
INTONATION	Varied range	Range limited, reduces communication	Lack of range, greatly restricted
EYE CONTACT	Looked at most of the audience much of the time	Looked at some of audience but rather fixed	Hardly looked at audience, no real contact
USE OF GESTURES / FACIAL EXPRESSIONS	Helpful, enhanced communication	Helpful for audience	Unhelpful, distracting
CONTENT			
INTRODUCTION	Clear, helpful, assisted audience	Reasonably clear, gave some direction	Muddles audience
DEVELOPMENT	Logical, easy to follow, helpful links	Some difficulty in following some links	No apparent development, little linkage
USE OF EXAMPLE ILLUSTRATIONS	Stimulating, helpful, clear, interesting	Reasonably useful and helpful for audience	If used, unhelpful, difficult to see relevance
USE OF VISUALS (if relevant)	Stimulating, clear, enhanced presentation	Helpful, reasonably clear, assisted presentation	Unhelpful, muddled, distracted
QUESTIONS	Handled well, clear, confident, fully answered	Some awkwardness, reasonable, mostly answered	Muddled, no real answers
CONCLUSION	Well planned, effective ending	Some effort to wind up talk	Petered out, audience puzzled, no ending
DURATION	Kept to agreed limits	Strayed a little from agreed limits	Far too long, too short, audience unhappy

COMMENTS:

Tutor \_\_\_\_\_

The above rubric was obtained from <http://www.dundee.ac.uk/med&humanrights/SSM/admin/as-assessment.html> and is courtesy of Richard Ellis – Training and Communications Consultant.