



GRADUATE PROGRAM IN BALKAN AND EASTERN MEDITERRANEAN ARCHAEOLOGY

A JOINT PROGRAM OF THE DEPARTMENT OF ARCHAEOLOGY AT THE NEW
BULGARIAN UNIVERSITY AND THE BALKAN HERITAGE FOUNDATION



The MA program in Balkan and Eastern Mediterranean Archaeology is taught in English, and offered in partnership with the Balkan Heritage Foundation, presents a mix of specialized courses in the archaeology of Southeastern Europe and the Eastern Mediterranean and more generalized courses covering important topics in archaeological method and theory that enable them to conduct research worldwide. Many of our courses prepare students for archaeological fieldwork, although others, such as Geographic Information Systems and Reflectance Transformation Imaging, are broadly applicable to fields outside archaeology.

The online platform gives students access to an international group of professors from Great Britain, the USA, Denmark and other countries, allowing them to engage with diverse perspectives and research traditions across continents.

The two year MA program requires the student to participate in two obligatory field schools. Students may choose from a broad range of projects in archaeology and conservation organized by the Balkan Heritage Foundation (www.bhfieldschool.org/program). The field school fees are included in the MA program fees (except for the Underwater archaeology field school, for details please refer to Table 1 below).

Most of the courses are taught online weekly via the 'Digital Classroom' software. Students must come to Sofia, Bulgaria two times in June for practical courses at the Archaeometry Lab of the New Bulgarian University. At the close of the two weeks in Sofia students will leave for field schools in Bulgaria or in another Balkan/Eastern Mediterranean country. Participation in other projects not organized by the Balkan Heritage Foundation is possible after an authorization by the Department of Archaeology at the NBU.

After successfully graduating from the MA program, a 6-Semester PhD degree is possible. The tuition fees for the PhD degree are €843 (1650 BGN) for EU citizens and €2004 (3920 BGN) for citizens of non-EU countries per semester. Insignificant changes in these amounts are possible due to exchange rates.

Upon completion of the MA program, students will have the necessary qualifications for the following jobs: archaeologist, museum curator, cultural heritage manager, field archaeology manager, field archaeology technician.

For any further questions please contact Assist. Prof. Bogdan Athanassov (bo.atana@nbu.bg).



MA Degree (4 semesters with 2 archaeological fieldworks)		
	Semester 1	Fees
October-February	Five online graduate seminars and one project	€12 000 per year
	Semester 2	
February-June	Three online graduate seminars	
June	Two practical courses in the archaeometry lab of the NBU in Sofia	
June-August	Fieldwork in archaeology or conservation (four weeks)	
	Semester 3	€12 000 per year
October-February	Three online graduate seminars. Beginning of MA thesis	
	Semester 4	
February-June	Work on MA thesis, online consultations	
June	Two practical courses in the archaeometry lab of the NBU in Sofia	
June	Defense of MA thesis	
June-August	Archaeological fieldwork (four weeks)	
	End of the MA program degree	
PhD Degree (optional)		
	6 Semesters Work on PhD thesis (Fieldwork depends on PhD topic)	€843 / €2004 per semester

Table 1. MA program scheme with a following PhD degree possible. Lab courses and fieldwork for which students have to travel to the Balkans are colored green. Blue courses and other activities are online. Field school and lab work fees are included in the yearly tuition fees.

PROGRAM	YEAR	SEMESTER	CREDITS PER SEMESTER	PROGRAM COURSES	OTHER CREDITS
MA PROGRAM IN BALKAN AND EASTERN MEDITERRANEAN ARCHAEOLOGY	1	I	30	15 credits (5 courses, 3 credits each)	15 credits (1 project)
		II	30	15 credits (5 courses, 3 credits each)	15 credits (1 field school)
	2	III	9	9 credits (3 courses, 3 credits each)	-
		IV	36	6 credits (2 courses, 3 credits each) 15 credits from MA thesis	15 credits (1 field school)
Credits Total			105		

Table 2. Credit scheme of the MA program



LIST OF COURSES

(detailed syllabi follow below)

First Semester, Fall. Five online graduate seminars and one project

October-February:

Lecture courses (credit courses)

ARHM001 Archaeological theory in the AD 21st century. *John Chapman (Durham, UK) – online course, 30 hours, 3 credits*

ARHM002 Prehistory of the Eastern Mediterranean and Adjacent Areas. General Setting and Local Trajectories. *Ivan Gatsov (NBU), Petranka Nedelcheva (NBU), Bogdan Athanassov (NBU) – online course, 30 hours, 3 credits*

ARHM003 Social Zooarchaeology of Southeastern Europe, Eastern Mediterranean and Anatolia. *John Gorczyk, (Cornell, USA) – online course, 30 hours, 3 credits*

ARHM004 Archaeology of Past Societies. *Adela Sobotkova (Sydney/Aarhus University, Denmark), Bogdan Athanassov (NBU) – online course, 30 hours, 3 credits*

ARHM005 Maritime Archaeology and the Western Black Sea. *Phil Watson (University of Chicago, USA), Dragomir Garbov (RPS Australia and Asia Pacific), Nayden Prahov (National Archaeology Institute with Museum, Bulgarian Academy of Sciences) – online course, 30 hours, 3 credits*

Non-lecture courses (credit courses)

ARHM006 How to Write a Good Archaeological Paper? *Bogdan Athanassov, Ilian Boyanov, Boyan Dumanov, Petranka Nedelcheva, Zhivko Uzunov (NBU) – project, practical online class, 150 hours, 15 credits*

Second Semester, Spring.

Three online graduate seminars. Two practical courses at the archaeometry lab. Fieldwork

February-June:

Lecture courses (credit courses)

ARHM007 Thracian Culture 7th – 1st cent. BC *Maya Vassileva (NBU), Angela Pencheva (BHF, Bulgaria), Zhivko Uzunov (NBU) – online course, 30 hours, 3 credits*

ARHM008 Archaeology of Roman Moesia, Thrace and Macedonia. *Ilian Boyanov (NBU) – online course, 30 hours, 3 credits*

ARHM009 The Balkan Peninsula and the Eastern Mediterranean in Late Antiquity. *Boyan Dumanov (NBU) – online course, 30 hours, 3 credits*

June:

Practical Courses at the Archaeometry lab of the NBU:

ARHM010 Analysis and Documentation of Lithic Artifacts. *Ivan Gatsov, Petranka Nedelcheva (NBU), – practical lab course, 30 hours, 3 credits*

ARHM011 Analysis and Documentation of Archaeological Artifacts (ceramics, metal, coins, epigraphic inscriptions). *Bogdan Athanassov, Ilian Boyanov, Boyan Dumanov, Zhivko Uzunov (NBU), – practical lab course, 30 hours, 3 credits*

**Non-lecture courses (credit courses)**

ARHM012 Fieldwork in archaeology or conservation. *Bogdan Athanassov (NBU), Ivan Vassilev (BHF)*, 4 weeks of archaeological fieldwork, 150 hours, 15 credits

Third Semester, Fall.**Three online graduate seminars. Beginning of MA thesis**

October-February:

Lecture courses (credit courses)

ARHM013 Introduction to Ethnoarchaeology. *Bogdan Athanassov (NBU)* – online course, 30 hours, 3 credits

ARHM014 Archaeology of Identity. *Bisserka Gaydarska (Durham, UK)* – online course, 30 hours, 3 credits

ARHM015 Archaeology of Southeast Europe in the Middle Ages: Bulgaria and the Byzantine Commonwealth. *Boyan Dumanov (NBU), Ivan Vassilev (BHF)* – online course, 30 hours, 3 credits

Beginning of work on MA thesis – *online consultations (30 hours)*

Fourth Semester, Spring.**Supervision of MA thesis. Two practical courses at the archaeometry lab of the NBU. Fieldwork**

February-June: Continuation of work on MA thesis – *online consultations, 30 hours*

June:

Lecture courses (credit courses)

Practical Courses at the Archaeometry lab of the NBU:

ARHM016 Reflectance Transformation Imaging in Archaeology. *Miglena Raykovska, Ilian Boyanov (NBU)* – practical lab course, 30 hours, 3 credits

ARHM017 Geographic Information Systems in Archaeology. *Zivko Uzunov (NBU)* – practical lab course, 30 hours, 3 credits

Non-lecture courses (credit courses)

ARHM018 Archaeology in Practice. *Bogdan Athanassov (NBU), Ivan Vassilev (BHF)*, 4 weeks of fieldwork in archaeology or conservation, 150 hours, 15 credits

Defense of MA thesis.

SYLLABI



First Semester, Fall.
Five online graduate seminars and one project

October-February:

ARHM001

Archaeological theory in the AD 21st century

John Chapman (Durham, UK)

online course, 30 hours, 3 credits

Archaeological theory is **the** essential basis for any study of archaeology, whether in the Mediterranean or outside 'the pond'. The powers of theory-teaching to put students off theory for life are legendary, so this introductory module seeks to present a light digest of current approaches to archaeological theory - closer to Matthew Johnson than to David Clarke. The teaching is divided into three parts: 5 sessions on the history of archaeological thought (1800s to 1980s) (the 'deep' past); 5 sessions on the 1980s to 2000 (the recent past); and 5 sessions on the development of theory in the 21st century (the present past). The way to make theory palatable is to intermix concepts with examples, so there will be a lot of examples drawn from a wide range of times and places (even some from the Mediterranean).

	Topic	Form of instruction	Number of hours
	Part 1: The 'deep' past (1830s to 1980)		
1	<i>Session 1: The Three Ages and the era of Scandinavian innovations (1830s - 1880s)</i> <u>Content:</u> from Antiquarianism to the Age Systems - the impact of Thomsen's Three Age system - early inter-disciplinary archaeology in Denmark - the reaction to Thomsen across Europe - Oscar Montelius, typology and the Scandinavian Bronze Age - from burial archaeology to settlement archaeology.		2
2	<i>Session 2: The 'Deep Sleep' and who disturbed it (1880s - 1960s)</i> <u>Content:</u> Colin Renfrew - the Rip Van Winkle of archaeological theory? - Gustav Kossinna and <i>Kulturkreise</i> - Gordon Childe and		2



	cultural archaeology - Graeme Clark, economy and ecology - Gordon Willey and settlement archaeology.		
3	<i>Session 3: The 'New Archaeology' - what's new about it?</i> <u>Content:</u> the problems with cultural archaeology - 1968 - the year of the revolution (Lewis Binford's 'New perspectives in archaeology' and David Clarke's 'Analytical archaeology') - aims, methodology and epistemology - what was new? - what was old hat?		2
4	<i>Session 4: Processual developments (1): understanding the social</i> <u>Content:</u> what is 'social archaeology'? - hierarchies in the 'Age of Stonehenge' - systems theory in the Aegean Bronze Age - a Prestige Goods model for the European Iron Age - exchange models in prehistory.		2
5	<i>Session 5: Processual developments (2): analysing the spatial</i> <u>Content:</u> David Clarke and the spatial paradigm - the macro-, the semi-micro and the micro (with examples) - Janusz Kruk and the Neolithic in Little Poland - the Glastonbury Iron Age Lake Village - early perspectives on household archaeology.		2
Part 2: The recent past (1980 - 2000)			
6	<i>Session 6: Structuralist and symbolic archaeology</i> <u>Content:</u> the problems of New / Processualist archaeology - the 1981 Cambridge Conference (SSA) - aims and methods - from structuralism to post-structuralism - the role of ethno-archaeology - the centrality of context.		2
7	<i>Session 7: How the past became political</i> <u>Content:</u> <i>Reprise</i> - Gustav Kossinna's <i>Kulturkreise</i> - Thracian archaeology in Bulgaria - Marxist archaeology in Hungary - USA / Western Europe opens its eyes - Shanks, Tilley and the role of ideology - Michael Dietler and nationalist archaeology in France.		2
8	<i>Session 8: the emergence of gender archaeology</i> <u>Content:</u> Marija Gimbutas and Old World Europe (her influence and her critics) - 'What this awl means?' (Janet Spector's story) - <i>Engendering archaeology</i> (1991) - making the invisible visible - the task differentiation model and its limitations - Rosie the Riveter, the Princess of Vix and powerful women.		2
9	Session 9: the significance of personal agency <u>Content:</u> systems theory and people - recognising people means recognising 'the Other' - the agency of individuals - recognising 'individuals' in the past - the analysis of row cemeteries.		2
10	Session 10: Processualists fight back - alternatives to Interpretative archaeology. <u>Content:</u> the empirical shift in scientific archaeology - advanced systems theory - Colin Renfrew and Cognitive-Processual archaeology - the battle over ' evidence '.		2
Part 3: The present past (21st century)			
11	<i>Session 11: the ontological turn - multiple agencies in play</i> <u>Content:</u> what is the 'ontological turn'? - how is human agency different from the agency of trees, pottery, stone circles, cattle and wheat? - Ian Hodder and the concept of 'entanglement' - domestication and an entangled Çatalhöyük – network analysis and connectivity.		2
12	<i>Session 12: enchaining objects, places and people</i>		2



	Content: the notion of 'enchainment' - what are 'object biographies'? - the earliest hominins, their places and fragmented things - Palaeolithic exchange networks, the 'absent present' and enchainment hand-axes - fragmentation at the landscape scale - the Breton megaliths and the movement of decorated rocks - the 'fragmentation premise' - marine shells at Varna, Durankulak and Dimini - the Hamangia fragmented figurines.		
13	<i>Session 13: sex, gender and LGTB in archaeology</i> Content: what is the difference between 'sex' and 'gender'? (perspectives of Judith Butler, Lynn Meskell and Diane Bolger) - Queer theory and its implementation in archaeology - beyond task differentiation towards the Maintenance Model - comparing Japanese Jomon and Balkan Neolithic figurines - categorical analysis in the mortuary zone.		2
14	<i>Session 14: integrating archaeological science and humanistic archaeology</i> Content: bridging the divide with new research questions - Andy Jones and the Neolithic of Orkney - Alasdair Whittle & Alex Bayliss on the TOTL Project ('The Times Of Their Lives') - the promise of aDNA on an Eurasian scale (the debate) - the Stonehenge festival (an island-wide festival with isotopes).		2
15	<i>Session 15: Summary: exploring a new theoretical landscape</i> Content: what has changed since 2000 ? - what can we trust enough to build on? - how can we become involved in cutting-edge research?		2

ESSENTIAL READINGS

Johnson, Matthew 2010. *Archaeological theory - an introduction*. 2nd edition. Oxford: Wiley-Blackwell (ISBN 9781405100151 (pbk.) E-text ISBN : 978-1-4443-2608-6)

Harris, Oliver and Cipolla, Craig 2017. *Archaeological theory in the new millennium*. London: Routledge. (ISBN Paperback: 9781138888715). E-book: 9781315713250

Part 1:

Binford, L. 1962 *Archaeology as anthropology*. *American Antiquity* 28, 217-25.

Binford, L. 1972 *An Archaeological Perspective*, New York.

Childe, V. G. (1929) *The Danube in prehistory*. Clarendon Press, Oxford.

Clark, J. G. D. (1952) *Prehistoric Europe. The economic basis*. Methuen, London.

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Clarke, D 1977 Spatial information in archaeology, in D. L. Clarke (ed) *Spatial Archaeology*, 1-32, London.

Deetz, J., 1977, *In Small Things Forgotten: An Archaeology of Early American Life*. New York.

Díaz-Andreu, M. (2007) *A world history of nineteenth-century archaeology : nationalism, colonialism, and the past*. Oxford: Oxford University Press.

Renfrew, C. 1972. *The emergence of civilization*. London: Methuen.

Renfrew, C. 1984. *Social archaeology*. Southampton: University of Southampton.

Renfrew, C. (1987) *Archaeology and language: the puzzle of Indo-European origins*. Jonathan Cape, London.

Rowley-Conwy, P. 2007. [From genesis to prehistory the archaeological three age system and its contested reception in Denmark](#). Oxford; New York : Oxford University Press.

Trigger, B. 1989 *A History of Archaeological Thought*. Cambridge.

Part 2:



- Adovasio, J. M., Soffer, O. & Page, J. (2007) *The invisible sex*. Harper-Collins, New York.
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- Brück, J. and Goodman, M. 1999 *Making Places in the Prehistoric World: themes in settlement archaeology*, London. Various articles (particularly the introduction).
- Carsen, J. and S. Hugh-Jones (eds) 1995 *About the House: Levi-Strauss and beyond*, Cambridge.
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Part 3:

- Alberti, B. 2013. Queer prehistory: bodies, performativity and matter. In Bolger, D. (ed.) 2013.
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BIOGRAPHICAL NOTE:

John Chapman

is an Emeritus Professor of European Prehistory at Durham University, UK. He has conducted fieldwork in Bulgaria, Croatia, Hungary and, most recently, in Ukraine, in the Trypillia mega-sites project. He has written extensively on the Balkan Mesolithic, Neolithic and Chalcolithic on themes such as social practices, settlement patterns, the mortuary zone, material culture and symbolic practices. He has



worked with Bisserka Gaydarska on fragmentation in archaeology. He has taught at NBU in 2001 (a semester course on 'Archaeology into the 21st century') and is an Honorary Member of the Bulgarian National Institute of Archaeology.



ARHM002

Prehistory of the Eastern Mediterranean and Adjacent Areas. General Setting and Local Trajectories.

*Ivan Gatsov (NBU), Petranka Nedelcheva (NBU), Bogdan Athanassov (NBU)
online course, 30 hours, 3 credits*

Aim of the course is the overview of the late prehistory of the Eastern Mediterranean (The Levant, Anatolia and the Aegean). Near Eastern and European archaeology is considered as well when a general approach is needed.

The course starts with a concise survey of the of the economy, art and social organization of hunter-gatherers in the Paleolithic. This first theme is crucial for the understanding of the transition to the Neolithic way of life. We avoid Gordon Childe's term "Neolithic Revolution", because we believe that the roots of this important change have to be found deep in the Epipaleolithic and what he labelled 'revolution' is rather a long process which took place over many centuries and hundreds of generations.

After the review of the Pre-pottery Neolithic and an important case study of Çatalhöyük the focus of the course switches from the Near East to the Eastern Mediterranean and the Balkan Peninsula. These areas play a crucial role in the spread of the Neolithic way of life (villages, productive economy) to Continental Europe.

Another important innovation we deal with is the early copper metallurgy and its economic and social consequences. The 5th mill BCE necropolises of Varna on the Western Black Sea coast with the earliest considerable concentration of gold finds and other metal prestige objects in human history will be one of our important case studies. We review the evidence on the mysterious abandonment of southeastern European multi-layered tell sites and the disappearance of the rich burial grounds by the end of the 5th mill BC. The study of the 4th mill BCE will follow. It is marked by crucial innovations such as the appearance of arsenical bronze, domesticated horses, plough, wheeled transport and wooly sheep and it prepares the way for the Near Eastern earliest state formation in human history termed by V. G. Childe 'urban revolution'.

The emphasis of our survey of the Bronze Age is laid on the earliest Aegean civilizations in Minoan Crete and Mycenaean Greece with their Levantine, northern and western contacts. The course will end



with the review of the collapse of the Eastern Mediterranean Bronze Age and the transition to the Age of Iron.

The participation to these course is beneficial not only for students interested in prehistory, but also to those who seek to better understand processes of change, innovation, development and decline. Most of the topics stimulate a broad approach to archaeological past which focuses on the shift between local and ‘global’ scales of investigation. Our wish to better understand the Eastern Mediterranean puts us on an intellectual journey from Mesopotamia in the Southeast to the Paris-basin in the Northwest. We emphasize also on the micro-scale and on the local which are crucial for the understanding of cultural variability and political borders.

	Topic	Form of instruction	Number of hours
1	Later prehistory of the Eastern Mediterranean. Topics and aims of the course (B. Athanassov)		2
2	Paleolithic Background (I. Gatsov)		2
3	Epipalaeolithic, Mesolithic and the Transition to the Neolithic in the Near East (I. Gatsov)		2
4	Early Farmers in the Near East. Pre-pottery Neolithic (I. Gatsov)		2
5	Çatalhöyük – the Earliest Urban Community? (P. Nedelcheva)		2
6	The Spread of Early Farming in Europe. (P. Nedelcheva)		2
7	Neolithic Communities in the Eastern Mediterranean and Southeastern Europe (P. Nedelcheva)		2
8	Appearance of First Metals and the Copper Age in the Eastern Mediterranean and Southeastern Europe (P. Nedelcheva)		2
9	Burial Rites in Neolithic and Copper Age Europe (P. Nedelcheva)		2
10	Crisis and Collapse. The End of the Copper Age in Southeastern Europe and the ‘Creative’ Fourth Millennium BCE in the Near East, the Mediterranean and Europe. Early Urbanization in the Near East (P. Nedelcheva)		2
11	The Early Bronze Age (Third Millennium BC) in the Eastern Mediterranean. Mobility of Objects, Ideas and People over Political and Cultural Borders. (B. Athanassov)		2
12	The Aegean Middle Bronze Age. Minoan Palaces. (B. Athanassov)		2
13	The Aegean in the Late Bronze Age. Mycenaean Civilization and its Anatolian Neighbors. (B. Athanassov)		2
14	Continental Europe in the 2 nd Mill. BC (B. Athanassov)		2
15	The Collapse of the Eastern Mediterranean Bronze Age World and the Transition to the Age of Iron (B. Athanassov)		2

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**BIOGRAPHICAL NOTE:****Ivan Gatsov**

I am a professor of Archaeology at the New Bulgarian University. I obtained my PhD degree at the Jagiellonian University in Krakow, Poland. My scientific interest focuses on prehistoric lithic tools in southeastern Europe and the Eastern Mediterranean. I have studied and published the lithic artefacts from the Bronze Age layers of Troia, the Neolithic site Aşağı Pinar, Barcın Höyük and others in Turkey, the Copper Age tell site Pietrele in Romania and the Neolithic site Aruhlo in Georgia, Mikro Vouni on the island of Samothrace in Greece and lots of prehistoric settlements in Bulgaria. I have supervised a number of PhD thesis on various topics.

I am a corresponding member of the German Archaeological Institute and a member of the Society for American Archaeology.

When I don't work, I read and watch history documentaries esp. on World Wars I and II as well as critical works on totalitarian regimes.

Petranka Nedelcheva

I am an Assistant Professor in Archeology at the NBU and a specialist in prehistoric chipped stones technologies. I have been involved in numerous archaeological projects in Western Anatolia, the Balkans and Southern Caucasus such as Troy, Aşağı Pinar, Barcın Höyük, Aktopraklık, Çukuriçi Höyük, Yenibademli Höyük, Keçiçayırı, Küllüoba, Micro Vouni, Aruchlo, Pietrele, Kouphovouno. My PhD topic is closely connected with the lithic production in the Northern Aegean and Western Anatolia during the Late Prehistory.

In the course of my work I was fortunate to have succeeded in establishing fruitful cooperation and strong collegial relationships with a number of internationally recognized Institutes and Universities, and I look forward to an opportunity to share these connections and collaboration possibilities with my future students. Among them are the Istanbul University, Koç University, Netherlands Institute in Turkey, German Archaeological Institute, Institute for Oriental and European Archaeology at the Austrian Academy of Science, The Field Museum in Chicago and many others.

In addition to my research interests, I have a record of strong academic performance and teaching experience. During the past 15 years I have been teaching multiple courses in archaeology for undergraduate and graduates students; carrying out practical workshops; organizing academic programs; supervising BA and MA theses.

Bogdan Athanassov

I am a tenure track Assistant Professor in the Department of Archaeology at the New Bulgarian University (NBU) and Director of the Archaeometry and Experimental Lab of the NBU.

I have studied archaeology in Sofia (Bulgaria), Athens (Greece) and Heidelberg (Germany). Since 2006, I have taught prehistoric archaeology at the NBU in Sofia. I am particularly interested in 'applied' archaeological theory and especially social thinking. Among my favorite topics are archaeology of change, food and contact studies, and archaeology of space, frontiers and borders. In archaeological fieldwork, I engage with architecture, ceramics and metal tools. Beyond Balkan prehistory and Aegean civilizations, I have been teaching prehistory of Continental Europe and the Near East.



My main fieldwork projects include a survey of the middle valley of Struma / Strymon river (co-directed with Ilia Kulov) in 2009 – 2012, and the excavations of the Late Bronze Age fortified settlement of Bresto in southwestern Bulgaria (co-directed with Prof. Philipp Stockhammer, LMU Munich and Ilia Kulov from the Museum in Blagoevgrad) in 2012 - 2018.

I have given lectures at the Universities of Heidelberg, Bryn Mawr, Cornell, Michigan, Leuven and Vienna.

I combine my passion for archaeology with ski mountaineering, inline skating and traveling with my wife and two kids.



ARHM003

Social Zooarchaeology of Southeastern Europe, Eastern Mediterranean and Anatolia.

John Gorczyk, (Cornell, USA)

online course, 30 hours, 3 credits

Animals have been fundamental to nearly all human endeavors. Agriculture, the secondary products revolution, urbanism, and state formation would have all been impossible without animals. Animals are important as more than just sources of food, but their role in human social worlds is often overlooked. Zooarchaeologists are the researchers responsible for analyzing the material remains of animals on archaeological sites, and for investigating human-animal relationships in the past. In this course, we will look at some of the major issues in European prehistory from an animal perspective. Starting with Paleolithic cave painters and big game hunters, we will move to the beginnings of animal domestication and the spread of animal husbandry throughout Europe. We will consider animals' roles in the establishment of Europe's first towns and cities, and the development of the earliest states. We will investigate their many places in religion, medicine, and entertainment in the ancient world (Greece and Rome). Finally, we will jump forward several centuries to examine the role that Old World domesticates played in the European colonial project. Finally, we will discuss the participation of zooarchaeology in modern debates about environmental sustainability, the ethics of eating, rewilding, and more.



	Topic	Form of instruction	Number of hours
1	Introduction		2
2	<p>Paleolithic hunting: we will explore the importance of Pleistocene animal communities to Paleolithic peoples (<i>H. sapiens neandertalensis</i> and <i>H. sapiens sapiens</i>), both as a subsistence base for an economy of mobile hunting as well as important symbolic resources.</p> <p>a. Symbolism, cave art, shamanism, totemism</p>		4
3	<p>Broad spectrum revolution-post-Glacial communities had to contend with a radically different landscape, one where previously available animal resources were no longer reliable or had gone extinct. They interacted with a much broader range of animals, interacting with and exploiting them seasonally.</p> <p>Mesolithic hunters, gatherers and fishers</p>		2
4	<p>Domestication and the origins of agriculture and stock breeding: The domestication of plants and animals and the ensuing transformation in human society (The Neolithic Revolution) had major consequences for both humans and animals. We will explore:</p> <p>a. What is domestication, and how do we recognize it in the faunal record?</p> <p>b. Why/how were animals domesticated?</p> <p>c. How does domestication fundamentally transform human-animal relations?</p> <p>d. What is the role of domesticated animals in mediating relationships between hunters and gatherers and early farmers</p> <p>e. What were the repercussions and unintended consequences of bringing domestic animals closer to humans?</p> <p>i. Zoonoses, extinctions, coevolutionary changes</p>		4
5	<p>Animals and the transformation of Europe- first cities, first states. The concentration of people, plants, and animals in tighter and less mobile spaces led to the rise of the first systems to take advantage of agricultural surplus to form large political entities that we call states. How were animals a necessary precondition for the rise of social inequality and state formation?</p> <p>a. SPR, expansion of agricultural production, rose of inequality</p> <p>b. New domestications: the horse</p> <p>What is the role of hunting in building the state, enacting elite power, etc.?</p>		4
6	<p>Animals in the classical world: Animal lives are often invisible in accounts of the ancient Greek and Roman world, although they</p>		4



	were everywhere and integral to thereligious, economic, medicinal, and entertainment aspects of Classical life. Sacrifice, slaves, and warriors: animals in religion, work, and the ancient arena.		
7	Animals in the new world: how did Old world domesticates transform the New World? Apart from the llama, and alpaca in the Andes and the turkey in parts of North and Mesoamerica, domesticated animals were not present in much of the New World. Their arrival with the coming of Europeans beginning in the 15 th century AD had a profound impact on indigenous communities. a. Role of domestic animals in spreading disease and habitat destruction across the New World b. How were they caught up in the colonizing project?		4
8	Social zooarchaeology today: what role should zooarchaeologists play in contemporary debates? E.g.: a. Environmental sustainability b. Rewilding c. Ethics of eating		4
9	Grading		2

ESSENTIAL READINGS

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- Sykes, Naomi Jane 2014. *Beastly Questions: Animal Answers to Archaeological Issues*. London: Bloomsbury Academic. Chapter 1.

BIOGRAPHICAL NOTE:

John Gorczik

John is a fifth-year PhD candidate whose interests lie in the prehistory of southeastern Europe. He has worked on sites in present-day Bulgaria that range in time from the Early Neolithic (6200-5500 BC) to the late Roman period, although he focuses on earlier prehistory and the spread and establishment of farming communities in southeastern Europe.

As a zooarchaeologist, he studies the varied roles that animals play in prehistoric societies. This includes herding and hunting, animal mobility, animals as wealth, the symbolic value of animals and



much more. His dissertation research combines zooarchaeology with analyses of stable isotopes and ancient animal dung in order to investigate the relationship between the location of animal communities in the physical landscape and their place in Neolithic social systems. Currently he works on the faunal material from the Neolithic site of Slatina in Bulgaria's capital Sofia, but he is also involved in both a research and supervisory capacity in the project "Consuming and producing the transition: incorporating animal resources at the turn from the Late Bronze Age to Early Iron Age in Southwestern Bulgaria." The project is run jointly by New Bulgarian University and the University of Heidelberg. Among the project's many research goals is a better understanding of how systems of animal management shifted along with major social changes at the end of the 13th c. BC.

John received his BA in Anthropology and History from the University of Pittsburgh in 2007, and his MA in Anthropology from Cornell University in 2013. He is originally from Scranton, PA.



ARHM004

Archaeology of Past Societies

*Adela Sobotkova (Sydney/Aarhus University, Denmark), Bogdan Athanassov (NBU)
online course, 30 hours, 3 credits*

“Some of the most interesting questions we can ask about early societies are social. They are about people and about relations between people, about the exercise of power and about the nature and scale of organization” (Bahn and Renfrew 2008, 177)

The last 10,000 years of relatively stable climatic conditions have seen an unprecedented abundance of change in human communities. The variation in material culture across the globe cannot be explained through environmental or economic adaptation alone, which is why archaeologists have increasingly looked to sociology and anthropology for a complementary explanatory framework.

The recognition of the importance of the social does not mean that it determines other aspects of life. As eloquently stated by John Barrett ‘*Social realities do not lie behind the monument and artifact, but emerged from their existence*’ (Barrett 1994).

In the course we explore topics such as inequality, authority, and interaction. We start with the so called egalitarian societies, drawing on case studies from the Eurasian Palaeolithic to Aboriginal Australia. The mechanisms by which the egalitarian societies transform into ranked communities is a subject of great interest especially as social realities typically ascribed to egalitarian societies of the Stone Age are crucial for the understanding of life in the later Bronze and Iron Ages.

Urban life occupies a central place in this course, given its associate economic and political phenomena such as rise of specialists and specialized production. We investigate theoretical constructs on a number of case studies from the Eastern Mediterranean and other parts of the world. As centralized states



expand and interact with their peers as well as non-state neighbors, center-and-periphery thinking and post-colonial critique of world system models receive special attention here. We discuss Marry Louise Pratts ‘*contact zone*’ and Richard White’s ‘*middle ground*’. We deal also with social network analysis in order to free the archaeological study of centrality from specific geographic determination, but rather to see past reality as the result of interaction and social and political practices.

The final themes of the course are agency, socio-political change and the question of balance between individual and communal agency.

	Topic	Form of instruction	Number of hours
1	Why and how to study past societies. Materiality and social life. a. Excavation and survey approaches and images of the past.		2
2	Egalitarian societies. Myth or reality? a. Competition, cooperation and the idea of equality. From Brno to Sungir to Aboriginal Australia and back to Göbekli Tepe.		2
3	Case studies from the Stone Age. a. Care to join the Affluent Society? On violence, death, and leisure. b. The emergence of the modern human mind– countering Europe-centrism.		2
4	Stratified societies. ‘Poor man, rich man, big man, chief’. What remains today? a. Are you cool enough to Kula? – trade, conspicuous consumption and chiefly competition in agricultural societies of SE Asia. b. Surplus, the key to social complexity (early agriculture).		4
5	Politics of power, ranking and social complexity. Case studies from the Copper, Bronze and Iron Ages. a. Landscapes of ritual. Prominence, visibility and collective learning.		2
6	Archaic states. The ‘Emergence of civilization’. a. Seeing Like a State: Evolutions and devolutions. b. Fingerprinting early states. Searching for states in the landscape. c. “Global government is inevitable”, says David Christian (proponent of Big History). Were states predetermined?		4
7	Case study: Aegean civilizations. a. Ideology and warfare: the two ways of approaching statehood (architecture & iconography).		2
8	De-centralizing power: Post-colonial critiques of center-and periphery thinking in archaeology. Middle grounds and contact zones.		2
9	Archaeology of change, part 1: Prime movers. a. Diffusion of innovation, or how the cows of Timor have learnt to plow.		2
10	Archaeology of change, part 2: Social network analysis.		2
11	Archaeology of change, part 3: Agency a. Balancing the process and agency (Flannery 1999). b. The tensions between the society and the individual; (Taleb’s Antifragile).		4



12	Grading		2
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BIOGRAPHICAL NOTES:

Adela Sobotkova

I am a Research Fellow in Archaeology at the Department of Ancient History, Macquarie University in Sydney. I am a landscape archaeologist who uses non-destructive methods to study long-term changes in human settlement, social organization and subsistence activities at a regional scale. I co-direct the Tundzha Regional Archaeological Project ([TRAP](#)), an interdisciplinary field survey project in modern-day Bulgaria that maps the cultural residues of past communities in their environmental context.

My research focuses on the rise of social complexity among indigenous communities of SE Europe. I look for footprints of domination in the landscape and correlate them with mechanisms by which ambitious leaders cement their authority and their subjects resist it.

I got my PhD at the University of Michigan, Ann Arbor and have moved to Australia in 2012 to coordinate the Field Acquired Information Management project ([FAIMS](#)), a major eResearch infrastructure initiative, then based at UNSW, Australia. I now co-direct the FAIMS project, advocate for reproducible workflows and digital methods in archaeology, and help other researchers deploy digital tools in the field. My other research interests include satellite image remote sensing for cultural heritage monitoring and management.

I spend my free time observing my daughter's evolving mind, meeting other expats around Sydney, and biking, hiking or swimming around the Hawkesbury.

Bogdan Athanassov

I am a tenure track Assistant Professor in the Department of Archaeology at the New Bulgarian University (NBU) and Director of the Archaeometry and Experimental Lab of the NBU.

I have studied archaeology in Sofia (Bulgaria), Athens (Greece) and Heidelberg (Germany). Since 2006, I have taught prehistoric archaeology at the NBU in Sofia. I am particularly interested in 'applied' archaeological theory and especially social thinking. Among my favorite topics are archaeology of change, food and contact studies, and archaeology of space, frontiers and borders. In archaeological fieldwork, I engage with architecture, ceramics and metal tools. Beyond Balkan prehistory and Aegean civilizations, I have been teaching prehistory of Continental Europe and the Near East.



My main fieldwork projects include a survey of the middle valley of Struma / Strymon river (co-directed with Ilia Kulov) in 2009 – 2012, and the excavations of the Late Bronze Age fortified settlement of Bresto in southwestern Bulgaria (co-directed with Prof. Philipp Stockhammer, LMU Munich and Ilia Kulov from the Museum in Blagoevgrad) in 2012 - 2018.

I have given lectures at the Universities of Heidelberg, Bryn Mawr, Cornell, Michigan, Leuven and Vienna.

I combine my passion for archaeology with ski mountaineering, inline skating and traveling with my wife and two kids.

ARHM005

Maritime Archaeology and the Western Black Sea

Phil Watson (University of Chicago, USA),

Dragomir Garbov (RPS Australia and Asia Pacific),

Nayden Prahov (National Archaeology Institute with Museum, Bulgarian Academy of Sciences)

online course, 30 hours, 3 credits

The Black Sea is considered to be a vast treasury of information about human history, cultural and technological development, contacts and influences between people, cultures and civilizations. Access to this treasury is limited only by our technological capabilities and scientific ingenuity. Recent large-scale archaeological research projects attempted to reveal its secrets – the expedition of Dr. Robert Ballard searching the Black Sea coast for the origins of the story of the Biblical flood and other flood legends, and the biggest maritime archaeological expedition ever undertaken - the “Black Sea M.A.P” studying sea level fluctuations, coastal changes, submerged landscapes, seafaring and contacts. Despite these and other large-scale archaeology projects, the Black Sea is still considered archaeological *terra incognita*.

It was intensively inhabited from the Paleolithic and contains record of all major geological, climatic and historical events that shaped our history and development. The first Paleolithic groups that inhabited Europe probably followed the Black Sea coast; it witnessed the Neolithization of Europe and the early trade with metal and other goods between Europe, Asia Minor and the Near East. The story of Jason and the Argonauts and the Golden Fleece is set along the Black Sea shores. The Greek Colonization resulted in the establishment of hundreds of colonies along the coast, trading with the local tribes and the Mediterranean. It became a contact zone between the Greco-Roman world, Persia and Central Asia. It was a part of the Silk Road; it was the main communication link between Northern Europe, Constantinople and the Mediterranean; and it was the main connection between Western- and Central Europe and the Near East, along which Crusaders invaded the Holy Lands and, later, the Ottomans invaded the Balkans and Central Europe. It has always been a crossroads, place of contacts and influence, where the major cultures and civilizations of Eurasia met – The Greek and the Hellenistic World, the Roman and Byzantine Empires, the Arab Caliphates and the Crusaders, the nomads of



Central Asia, the warriors of the Northern Europe – Normans and Variags, the Bulgarian Tsardom, the Ottoman and Russian Empires, the powers of the Western Mediterranean and Western Europe...

The goal of this course is to introduce students to the field of Maritime Archaeology using case studies and examples from the Western Black Sea coast. The course will present the basics of the science, the history of Maritime Archaeology, the major discoveries that influenced its theoretical and methodological development, the pioneers of the field and their contributions, the main scientific directions and subfields and the relations with other sciences and disciplines. The research approaches, methods and practices will be illustrated mostly with numerous case studies from maritime archaeology expeditions and projects along the Western Black Sea Coast – underwater excavations, geophysical surveys, remote sensing investigations, spatial analyses, paleoenvironmental interdisciplinary studies, recording and presentation of the discoveries with advanced methods and technologies, etc. The international and national legislation concerning the property, research and preservation of the underwater cultural heritage, its proper conservation, presentation and communication will also be discussed in the lectures.

Another main topic of the course is the history of the Black Sea basin and of the people that inhabited or passed by its coast in the Holocene. Special attention will be paid to the climatic and environmental changes, the relative sea level rise, the phases of transgression and regression, the submerged coastal landscapes and archaeological sites. The legend of the Biblical flood and the different concepts of inundation of the coast will be discussed. The history of the region will be the topic of several lectures, illustrated with archaeological discoveries and ancient written sources. Special attention will be paid to the submerged and coastal archaeological sites – prehistoric settlements, ancient and medieval cities, their fortification system and harbors as well on their ever changing environment and the subsequent human adaptation and reaction. Their discovery, research, and the scientific issues and problems they raise will be in our focus as well. The Black Sea was probably the most important road in South-East Europe used for trade, military actions, migrations, colonization. This aspect will occupy a central place in the lectures.

The main subject of our program is the seafaring and shipbuilding traditions along the Western Black Sea coast. The Black Sea features a deep-water anaerobic environment, which, when combined with a high concentration of hydrogen sulphide, creates unique conditions for the preservation and conservation of organic material. Recent discoveries have proved that the Black Sea hides an unprecedented material record of the history of shipbuilding and seafaring. As a natural museum it preserves (often in perfect state) ships of different age and origin. The earliest so far discovered is Ancient Greek but we could expect much earlier examples due to the abundant evidence of trade and contacts along the coast from Prehistory on.

Within this course our students will dive deeply into the archaeology of the Black Sea region, exploring one of the most exciting and attractive sciences, and could make their first career steps in this field.

	Topic	Form of instruction	Number of hours
1	An Introduction to Maritime, Underwater & Nautical Archaeology (Terms, Topics, Schools, People, Sources)		2
2	The History of a Science (Theoretical Evolution, Main Worldwide Sites & Projects)		2
3	Methods in Maritime and Underwater Archaeology I - Basics (Excavations, Recording & Conservation)		2



4	Methods in Maritime and Underwater Archaeology II – Advanced Recording Methods: Shipwreck Excavations and Reconstruction		2
5	Methods in Maritime and Underwater Archaeology III – Geophysics and Remote sensing; Predictive Modeling; GIS		2
6	Maritime Archaeological Research along the Western Black Sea		2
7	Mediterranean and Black Sea Basin Evolution in the Late Quaternary and the Holocene		2
8	The Western Black Sea Coast in Prehistory		2
9	The Western Black Sea Coast in Antiquity -Pre-Roman Era		2
10	The Western Black Sea Coast in Antiquity - Roman Era and Late Antiquity		2
11	The Western Black Sea Coast in the Middle Ages and Beyond		2
12	Ancient Seafaring and the Archaeology of Ships		2
13	Seafaring and Shipbuilding in the Eastern Mediterranean and the Black Sea: Antiquity and the Middle Ages		2
14	Seafaring and Shipbuilding in the Eastern Mediterranean and the Black Sea: The Ottoman and Modern Age		2
15	Presentation and Communication of the Maritime Archaeology and Cultural Heritage (Conferences/Museums/Periodicals)		2

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BIOGRAPHICAL NOTES:

Phil Watson

I am a PhD student at the University of Chicago (Anthropology, specializing in Archaeology).

I received my Master's degree in Maritime Archaeology and Conservation from Texas A&M University in College Station, Texas. I have worked as an archaeologist in Bulgaria, partnering with archaeologists from LMU Munich and the New Bulgarian University; Cyprus, where I helped survey a Bronze Age anchorage and a nearby settlement; and Turkey, where I researched ceramics recovered off the Turkish Mediterranean coast.

My research interests concern both archaeological theory and practice. I research Greek and Roman colonization, Balkan archaeology and its modern-day applications, maritime connections (particularly



in the Balkans and the eastern Mediterranean), and archaeological theory, specifically philosophical realism and object-oriented ontology.

When not freezing in the Chicago winters or living in the library, I spend my time riding motorcycles, exploring Chicago, and planning my next adventure.

Dragomir Garbov

I am a senior archaeologist at RPS Australia & Asia Pacific and an associate researcher at the Bulgarian Centre for Underwater Archaeology. I am a maritime archaeologist studying continuity and change in the life of coastal communities through the evolution of seafaring.

I was born on the Western Black Sea Coast (Burgas, Bulgaria) and studied archaeology in Bonn (Germany) and Sofia (Bulgaria), where I got my PhD. My current academic interests are focused on wooden shipbuilding and seafaring in the Age of Sail, maritime connectivity and coastal and maritime human landscapes. The main topic of my current research is continuity and change in seafaring practices along the Western Black Sea in the late 18th and 19th centuries, or the clash between local tradition and globalization as reflected in the evolution of society, economy and seafaring technology.

My technical expertise is in the digital recording of sites and artefacts through photogrammetry, laser scanning and digital illustration. In archaeological fieldwork I engage with wooden ship constructions, ship-related items and archaeological ceramics.

I am a core researcher at the Black Sea Maritime Archaeology Project (Black Sea MAP) deep water expedition working side by side with Prof. Jon Adams (Southampton University), Prof. Johan Rönby (Södertörn University, Stockholm) and Assoc. Prof. Koum Batchvarov (University of Connecticut); I directed the underwater excavations of the St. Nicholas Bay Shipwreck in Chernomorets, Bulgaria in 2015.

Determined by my life-long passion, the usual place you'll find me if not at work, would be somewhere along the Pacific Coast of Australia at sailing, surfing or diving.

Nayden Prahov

I am an Assistant Professor at the Department of Interdisciplinary Studies at the National Archaeological Institute with Museum, Bulgarian Academy of Science. I received my BA, MA and PhD in Archaeology from Sofia University "St. Kliment Ohridski". In 2012, I studied for a semester at the Center for Advanced Spatial Technologies, University of Arkansas, USA.

I have long had a passion for history, archaeology and the sea and found their intersection in maritime archaeology. My research in this field began with my PhD thesis "*Interdisciplinary Methods for Reconstruction of Paleolandscapes and Predictive Modeling for Identification of Submerged Archaeological Sites*". This work shaped my interests and further research in submerged coastal landscapes, spatial analyses, remote sensing techniques in maritime archaeology, climate changes, sea level rise, etc.

I worked for three years at the Bulgarian National Center for Underwater Archaeology (2013-2015) and currently am a maritime archaeologist at the Bulgarian National Institute of Archaeology. In recent years, I have been involved (as participant or director) in numerous underwater archaeology projects – excavations of submerged Bronze Age settlements, submerged fortification of ancient Nessebar and St. Nicholas Bay Shipwreck in Chernomorets, maritime geophysical and remote sensing surveys – South Stream Pipeline and "Black Sea M.A.P", underwater LIDAR scanning, dive surveys, etc. I have worked



mostly in the Black Sea but I have some archaeological experience in the Israeli Mediterranean and the British Atlantic.

I am co-founder and program director of the Balkan Heritage Foundation (Bulgarian NGO) and manage several field school programs in archaeology and conservation. My primary goal is to run such a field school program in Underwater Archaeology.

The little free time I have away from my work, I spend with my small daughter, wife and our friends somewhere far-far from the cities, engagements and my beloved work.

ARHM006

How to Write a Good Archaeological Paper?

Bogdan Athanassov, Ilian Boyanov, Boyan Dumanov, Petranka Nedelcheva, Zhivko Uzunov (NBU) – project, practical online class, 150 hours, 15 credits

Today it seems much more difficult to write a good paper than in the time of our parents and teachers. There is no doubt that this is due to some general shift away from literature to other media that offer information in a shorter and more spectacular way. It is difficult also because of the fact that academic writing has become less scholastic and standardized. This could be seen as a good sign for if not ‘democratization’ then at least for a move away from stereotypes of the archaeological discipline.

We realize that no general agreement of what a good paper is can exist anymore. That is why the question at the beginning of this practical course is: What are the written genres that are currently used to present scientific information?

In this practical course, every participant will be assigned readings on an archaeological topic she or he finds fascinating. Ideally, this could be a topic close to that of one’s MA-thesis, but other themes might be extremely useful as well. The member of the faculty who is competent in the field chosen will supervise the collection and evaluation of information. In the following assignments, the student will write at least two texts on their chosen topic.

The first text is the most detailed and follows the way archaeological information is presented in leading peer-reviewed journals (for example, the American Journal of Archaeology).

Once the student has mastered the traditional way of writing a paper, she or he will be asked to choose another genre, like a script for a documentary, essay, paper for the general public, etc. In addition, those who wish can do also a conference poster.

We believe that thinking about academic writing as only one possible way to present archaeological information helps students and scholars to better interpret and produce publishable texts. The ultimate goal of the course is to make graduate students perceive themselves as writers and researchers.

1	Theory of communication. a) Prehistory and early forms of literacy b) Literacy in the age of Internet		2
2	Different genres of archaeological writing. From Joachim Winkelman to archaeological texts in the 21th cent. AD		2
3	Alternative ways of written presentation of archaeological information. Essay, public archaeology and others.		2



4	How to choose a topic to write on?		2
5	Collection of information. How to 'sieve' useful from unimportant?		2
6	Quotations, Maps, Drawings, Photographs, Bibliography		2
7	Writing of scientific paper		2
8	Discussion, evaluation and choice of an alternative 'genre'		2
9	Writing of a second text		2
10	Discussion, comparison, evaluation and recommendations for the MA-thesis		2

ESSENTIAL READINGS

Gustavii, B. 2003. How to Write and Illustrate a Scientific Paper. Cambridge Univ. Press.

Moore, H. L. 1987. Space, Text and Gender. Cambridge Univers. Press

Mullen, C. A. 1999. "What I needed to know to get published": Teaching (frightened) graduate students to write for publication. *Journal on Excellence in College Teaching* 10, 2, 1999, 27-52.

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Tyler, St. A. 1986. Post-Modern Ethnography: From Document of the Occult to Occult Document. In: Clifford, J. / G. Marcus (eds.) *Writing Culture. The Poetics and Politics of Ethnography*. Univ of California Press, 1986 (Seminar held in Santa Fe, April 1984), 122-140.

BIOGRAPHICAL NOTES:

Bogdan Athanassov

I am a tenure track Assistant Professor at the Department of Archaeology at the New Bulgarian University (NBU) and Director of the Archaeometry and Experimental Lab of the NBU.

I have studied archaeology in Sofia (Bulgaria), Athens (Greece) and Heidelberg (Germany). Since 2006 I teach prehistoric archaeology at the NBU in Sofia. I find extremely interesting 'applied' archaeological theory and especially social thinking. Among my favored topics are archaeology of change, food and contact studies, archaeology of space, frontiers and borders. In archaeological fieldwork, I engage with architecture, ceramics and metal tools. Beyond Balkan prehistory and Aegean civilizations I have been teaching prehistory of Continental Europe and the Near East.

My main fieldwork projects was a survey of the middle valley of Struma / Strymon river (co-directed with Ilia Kulov) in 2009 – 2012 and the excavations of the Late Bronze Age fortified settlement of Bresto in southwestern Bulgaria (co-directed with Prof. Philipp Stockhammer, LMU Munich and Ilia Kulov from the Museum in Blagoevgrad) in 2012 - 2018.

I have given lectures at the Universities of Heidelberg, Bryn Mawr, Cornell, Michigan, Leuven and Vienna.

I try to combine my passion for archaeology with ski mountaineering, inline skating and traveling with my wife and two kids.

Ilian Boyanov

I am an Associated Professor in the Department of Archaeology at the New Bulgarian University.

I have studied archaeology in Sofia University "St. Kliment Ohridski". Since 2008 I have taught classical archaeology at the NBU in Sofia. Among my favored topics are the archaeology of change, food and contact studies, the archaeology of space, frontiers and borders, and the archaeology of war. In archaeological fieldwork, I engage with architecture, ceramics, and metal tools.



My main fieldwork projects were a survey of the roman village near Golemo Buchino in southwestern Bulgaria in 2005 – 2010 and the excavations of the roman emporium Discoduraterae in north Bulgaria in 2011 - 2014.

Boyan Dumanov

Assist. Prof. Dr. Boyan Dumanov has been the Chair of the Department of Archeology since 2012. His research career started at Sofia University “St Kliment Ohridski” (1999–2003).

In 2004, Dr. Dumanov became a full time lecturer in the Department of Archeology at the New Bulgarian University.

Dr. Dumanov’s research interests are mainly in the field of Late Antique Archeology, the Migration period, Medieval Bulgaria and Byzantium and focus mainly on issues of applied arts, ruler ideology, ethnic identity, settlement patterns, and migration. In recent years, Dr Dumanov has been particularly focusing on the relationship between modern politics and archeology, the influence of the political status quo in archeology, and science as an object of political action.

Dr. Dumanov’s research projects are mainly related to archeological field research generally in mountainous and hilly areas. Among them are the micro-regional research activities in the Sredna Gora mountain area of the late antique and medieval village complex and early Christian cult center at the village of Gorno Novo Selo, municipality Bratja Daskalovi and the international project “Uncovering the upland zone archaeological heritage: a case study from the Mirkovo Basin, Bulgaria”, in collaboration with the University of Durham, UK.

Dr. Boyan Dumanov has furthered his qualifications and research capabilities by specializing in:

- Römisch-Germanische Kommission des Deutschen Archäologischen Instituts, Frankfurt am Main with the project “Spätantike Goldschmiedekunst in den Diözesen Thracien und Dacia“;
- Durham University;
- Oxford University;
- University College of London, with the project “Archaeology of the Gothic Identity: The Goths on Lower Danube”;
- Netherlands Institute in Turkey, Istanbul, project “Guide to the Byzantine Archaeology”.

Dr. Dumanov has an UNESCO and British Academy fellowships.

He has given lectures at the Universities of Durham, Nottingham, Oxford, University College of London.

Zhivko Uzunov

I am an Assistant Professor in the Department of Archaeology, New Bulgarian University where I obtained my MA (2006) and Ph.D. (2011). My main research interests include settlement patterns, Hellenistic pottery production, and contact studies (esp. Greek colonies and inland Thrace).

I directed various regional field survey projects and archaeological excavations. My current fieldwork aims at carrying out research in the broader area around the Greek colony Messambria Pontica on the western Black Sea Coast.





Second Semester, Spring.
Three online graduate seminars. Two practical courses at the archaeometry lab.
Fieldwork

February-June:

Lecture courses (credit courses)

ARHM007

Thracian Culture 7th – 1st cent. BC

Maya Vassileva (NBU), Angela Pencheva (BHF, Bulgaria), Zhivko Uzunov (NBU)
online course, 30 hours, 3 credits

The Eastern Balkans and Anatolia have formed a geographical and cultural community since early prehistory. Early agriculture and stockbreeding seems to have travelled westwards from Anatolia in the Neolithic Age. A similar directionality for the spread of metallurgy can be supposed.

After the collapse of Bronze Age civilizations in both areas, especially those of the Mycenaeans and the Hittites, the first millennium BC saw the emergence of the Greek polis, territorial states, kingdoms, and finally empires in Thrace and Asia Minor.

Interactions between Thrace and Anatolia intensified in the first millennium BC. The course aims at discussing mutual influences, interactions and cultural developments in Thrace and Anatolia in this period. Movements of peoples in the Balkan-Anatolian zone in the Early Iron Age are attested both archaeologically and in the writings of ancient authors. Students will study the ancient kingdoms of Phrygia and Lydia in Asia Minor and eastern Greek and early Thracian history.

Both areas were under Persian rule in the 6th-4th centuries BC, which facilitated economic and cultural exchange leading to new hybrid phenomena. Local elites tended to shape themselves after the model of the Great King. Persian influences in Thrace are of particular interest to the course

Thracian settlement patterns, trading routes, some aspects of economy, burial rites, and Thracian art will also be topics of study in the course.

	Topic	Form of instruction	Number of hours
1	Introduction in the Study of the 1 st Millennium BC Eastern Mediterranean. (M. Vassileva)		2
2	Early Iron Age Thrace and Anatolia. (M. Vassileva)		2
3	Ancient Phrygia and the Balkans. (M. Vassileva)		2
4	Ancient Lydia and the Eastern Greeks. (M. Vassileva)		2
5	Greek apoikoi on the Thracian Shores. (Z. Uzunov)		2
6	Persians in Anatolia and Thrace. (M. Vassileva)		2
7	Settlement Patterns in the First Half of the 1 st mill. BC Thrace. (Z. Uzunov)		2
8	Settlement Patterns in the Second Half of the 1 st mill. BC Thrace. (Z. Uzunov)		2
9	Early Thracian Burial Rites. (Z. Uzunov)		2



10	Thracian toreutics. (A. Pencheva)		2
11	Local Production and Trade Routes. (A. Pencheva)		2
12	Thracian Burial Rites, 5 th – 3 rd centuries BC. (A. Pencheva)		2
13	Sanctuaries and Cult Practices in Thrace. (Z. Uzunov)		2
14	The Thracian warrior. (A. Pencheva)		2
15	Thrace in the Late Hellenistic World. (A. Pencheva)		2

ESSENTIAL READINGS

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BIOGRAPHICAL NOTES:

Maya Vassileva

I am a professor in the Department of Mediterranean and Eastern Studies at the New Bulgarian University. In 2005, my habilitation thesis “*King Midas between Europe and Asia*” was published.



I am a member of the archaeological team studying Gordion under the auspices of the Penn University Museum of Archaeology and Anthropology. I am responsible for the publication of the bronze objects from Gordion.

My teaching experience includes courses taught on a number of topics such as Thrace and Asia Minor, Ancient Greek and Roman History, Art and Religion in Anatolia, Art and Culture of Ancient Anatolia, History and Culture of the Hittites and the Phrygians, The ‘Dark Ages’ of Greece, and Greeks and Persians.

I have been a Mellon fellow at the Department of Ancient Near Eastern Art at the Metropolitan Museum of Art, New York and have carried out scientific research and specializations in various institutions such as St. John’s College, Oxford, UK and UNC at Chapel Hill, USA (Fulbright Visitor Scholar).

Zhivko Uzunov

I am an Assistant Professor in the Department of Archaeology, New Bulgarian University where I obtained my MA (2006) and Ph.D. (2011). My main research interests include settlement patterns, Hellenistic pottery production, and contact studies (esp. Greek colonies and inland Thrace).

I directed various regional field survey projects and archaeological excavations. My current fieldwork aims at carrying out research in the broader area around the Greek colony Messambria Pontica on the western Black Sea Coast.

Angela Pencheva

I received my BA and MA degrees in Classical Archaeology from the Sofia University “St. Kliment Ohridski” (Bulgaria) as well as a PhD in Classical Archaeology from the Humboldt University, Berlin (Germany). As a co-founder of the Balkan Heritage Foundation (Bulgaria), I have been a member of the Board of Directors since 2008. I am a Program Director and Instructor for the Balkan Heritage Field School, overseeing various research and educational projects in archaeology and conservation





ARHM008
Archaeology of Roman Moesia, Thrace and Macedonia
Ilian Boyanov (NBU)
online course, 30 hours, 3 credits

The culture of the Roman Empire had a decisive role in the overall development of the ancient world. Within 30 academic hours, students will get acquainted with the archaeological aspects of ancient Roman architecture, painting and applied arts, economic contacts, and trade in Moesia, Thrace, and Macedonia. The main aim of the course is to offer a review of the most important archaeological artifacts and to shed light on various aspects of Roman culture. Study of the Roman provinces is important for a holistic understanding of Roman politics and culture.

The course focuses on the formation of Roman civilization and its stages of development.

	Topic	Form of instruction	Number of hours
1	An Introduction to Archeology of the Roman Provinces		2
2	Formation of the Roman Provinces of Moesia, Thrace and Macedonia		4
3	Living in the Roman Empire		2
4	Army and Society		2
5	Religious Life		2
6	Settlement System and Urbanization		2
7	The Problem of <i>castra-canabae-vicus</i>		2
8	Out-of-town Settlement Structures		2
9	Trade and Traders in the Provinces		2
10	Roman Pottery and Ceramic Production Centers		2
11	Roman Provincial art		2
12	Death and Burial		2
13	Final Discussion		2
14	Grading		2

ESSENTIAL READINGS

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De Ligt, L. 1993. Fairs and Markets in the Roman Empire. Economic and Social Aspects of Periodic Trade in a Pre-Industrial Society. In: *Dutch Monographs on Ancient History and Archaeology*, 11, Amsterdam, 1993.

Doruțiu-Boilă, E. 1968. *Übereinige Statthalter von Moesia inferior*. In: *Dacia*, XII, 1968, 395 – 408.

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- Tsarov, I. 2005. The location of *Emporium Piretensium*. In: Archaeologia Bulgarica, IX, 2005, 1, 47 – 52.
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BIOGRAPHICAL NOTE:

Иlian Boyanov

I am an Associated Professor in the Department of Archaeology at the New Bulgarian University.

I have studied archaeology in Sofia University “St. Kliment Ohridski”. Since 2008 I have taught classical archaeology at the NBU in Sofia. Among my favored topics are the archaeology of change, food and contact studies, the archaeology of space, frontiers and borders, and the archaeology of war. In archaeological fieldwork, I engage with architecture, ceramics, and metal tools.



My main fieldwork projects were a survey of the roman village near Golemo Buchino in southwestern Bulgaria in 2005 – 2010 and the excavations of the roman emporium Discoduraterae in north Bulgaria in 2011 - 2014.



ARHM009

The Balkan Peninsula and the Eastern Mediterranean in Late Antiquity

Boyan Dumanov (NBU)

online course, 30 hours, 3 credits

The study of the material culture of the Balkans and the Eastern Mediterranean in Late Antiquity requires an interdisciplinary approach, encompassing a series of humanities and social sciences. The course aims to present the archaeological evidence on a series of topics related with historical processes in Late Antiquity. We tackle topics such as the sphere of political and cultural influence of the East Roman Empire and the role of overland and maritime transport for economic and cultural interaction. In our focus will come Late Antique cities, starting with Rome and continuing with Antioch, Alexandria, Thessaloniki, Athens, Corinth, Serdica, Philippopolis and others. The evidence on their urban planning will be use to shed light on issue of politics and economics. Types of production, trade, agriculture and stock breeding are among the topics we will be talking about. Economy will lead us to the study of Late Antique *vici* and *villas*.

The course continues with the archaeology of military units, tactics, armament, weapons, fortifications (such as the Anastasian Wall and others).

One of the most important innovations of Late Antiquity is Christianity and of course the archaeology of churches, episcopal complexes and monasteries are given a special attention together with burial rites. The course will end with a survey of religious and secular art in the Balkans and the Eastern Mediterranean.



	Topic	Form of instruction	Number of hours
1	The study of Late Antiquity. Late Antiquity and Humanism. First studies and Western and Central Europe. Beginning and development in East Europe and Russia. Thematic, chronological and territorial scope.	Lecture	2
2	Borders of the late antique world. Sence of the topic “Late Antiquity”. Physico-geographical characteristic and population of the East Roman Empire. Roads and communications. Naval transport and sailings. Charasetics of the periphery – the Great steppe, Caucasus, Persia, Arabian peninsula.	Lecture	2
3	Constantinopolis – The New Rome? A history and archaeology of the idea about the “New Rome”. Rome and the imperial cities of the Later Roman Empire. Topograhly and urban planning of Constatinopolis. Public and social places. Palaces and and secular buldings.	Lecture	2
4	The late antique city – decay or transformation? The urban character of the late antique culture. Provincial capitals and local urban centers – Antioch, Alexandria, Thessaloniki, Athens, Corinth, Serdica, Philippolis, etc. Tendencies of the urban planning and topography. Classification according to the written sources and the archaeological record.	Seminar – discussion	2
5	Late antique economy – I. The cities as general factors in the formation of the economic life. Types of production. Archaeological aspects of the inner and outside trade. Industry. Agricultural economy. The meaning of transformation from agriculture to livestock breeding in the North Balkans.	Lecture	2
6	Late antique economy – II. Monetary economy and currency. Characteristic of the late antique coinage. Mints.	Lecture	2
7	The Late Antique village. The background of the Early Roman period. Archaeology of the <i>vici</i> – topography, structure and economy. Transformation of the villages in the late 5 th – 6 th cc. The <i>Villa</i> in Late Antiquity.	Lecture	2
8	Late Antique fortifications. Terminology. Defensive concepts on the Balkans and the Near East. The fate of the Roman limes. Fortified towns and fortresses. The Anastasian Wall and similar complexes.	Seminar – discussion	2
9	Ars militaris. The military treatises as important source for reconstruction of the military concepts. Types of military units and tactics. Navy. Armament – types and factories. Weapons in archaeological context.	Lecture	2
10	Christianity and the Balkans. Early evidences of Conversion. Church architecture, episcopal complexes and monasteries.	Lecture	2
11	The Death in Late Antiquity. Cemeteries and funeral rites – the cemeteries and their planning, stratigraphy and situation within the settlement context. Tomb architecture. Funeral monuments.	Lecture	2



12	Religious art. Art in context – ecclesiastical monuments – mural paintings and mosaics. Styles and tendencies.	Lecture	2
13	Secular art. Periodization and styles. Sculpture, mosaics and mural paintings. Ivories. The image of the emperor.	Lecture	2
14	Production and crafts. Raw materials Pottery, metallurgy, jewelry.	Lecture	2
15	Ethnic changes. Inner migrations – ethnic structure of the local “Romanized” population. Barbaric enclaves after the beginning of the Migration period – models of interaction with the Roman administration.	Lecture	2

ESSENTIAL READINGS

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1984 *Goten in Konstantinopel. Untersuchungen zur ostromischen Geschichte um das Jahr 400 n. Chr.* Munchen
- Alfoldi, A.
1970 *Die monarchische Repräsentationen im römischen Kaiserreiche.* Munchen
- Alfoldi, G.
1979 *Römische Sozialgeschichte.* Berlin
- Alfoldi, M.R.
1963 *Die constantinische Goldprägung.* Munich
- Amandry, P.
1963 *Collection Helene Stathatos III. Objets antiques et byzantins.* Athene
- Amiranachvili, Ch.
1962 *Les emaux de Georgie.* Paris
- Arbeiter, A.
1997 *Der Kaiser mit dem Christogrammnimbus. Zur silbernen Largitionsschale Valentinians in Genf.* – *Antiquite Tardive* 5, 153–167
- Arrhenius, B.
1969 *Zum symbolischen Sinn des Almandin im fruheren Mittelalter.* – *Fruhmittelalterliche Studien* 3,
1985 *Merovingian garnet jewellery. Emergence and social implications.* Stockholm
- Bagnall, R.S.
1987 *Consuls of the Later Empire.* New York
- Baratte, F.
1983 *The art of Constantinopol. An introduction to Byzantine art. 330 – 1453.* London
- Biroli Stefaneli, L. P.
1993 *L’Argento dei Romani. Vasellame da tavola e d’apparato.* – In: *Il Metallo: Mito e fortuna nel mondo antico* 2. Roma
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1997 *The Palace of Lausus and Nearby Monuments in Constantinople.* – *AJA* 101, 69–83
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1981 *The New Empire of Diocletian and Constantine.* London
1998 *Representing Historical Reality. Ammianus and the Late Roman world.* London
- Bavant, B., V. Kondic?, J.-M. Spieser (ed.)
1990 *Caricin Grad.* Belgrade-Rome
- Berger, A.
1995 *Die Senate von Konstantinopel.* – *Boreas* 18
1996 *Taurus e Sigma: Due piazze di Costantinopoli.* – In: *Bisanzio e l’Occidente: Arte, archeologia, storia. Studi in onore di Fernanda de’Maffei,* ed. M. Bonfioli, R. Farioli Companati, A. Garzya. Rome, 24–28
- Bishop, M.C., J.C.N. Coulston



- 1993 Roman military equipment from the Punic wars to the Fall of Rome. London
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1979 Pulcheria, Empress of Byzantium. An investigation of the political and religious aspects of her reign. Oxford
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1947 The Mildenhall Treasure. London
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1965-66 Zur Ikonographie Constantins und seiner Sohne. – Kolner Jahrbuch fur Vor- und Fruhgeschichte 8, 12 – 23
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1978 Head of Ariadne. – In: K. Weitzmann (ed.) Age of Spirituality. Washington, 30 - 31
Brehier, L.
1920 Le tresor d'argenterie syrienne et l'ecole artistique d'Antiochie. – Gazette des Beaux Arts 62, 183 – 196
1936 La sculpture et les arts mineurs byzantins. Paris
Brenk, B.
1977 Spatantike und fruhes Christentum. Propylaen Kunstgeschichte III. Oldenburg, 78 – 130
Brown, K. R.
1978 Objects from daily life: Catalogue. – In: K. Weitzmann (Ed.) The Age of Spirituality. New York, 302 – 349
1979 The Mosaics of San Vitale: Evidence for the attribution of some Early Byzantine jewelry to Court workshops. – Gesta 18, 1, 57 – 62
Brown, P.
1971 The world of Late Antiquity. New York
Browning, I.
1979 Palmyra. Park Ridge
Browning, R.
1981 Justinian and Theodora. Boston
Bruhn, J.- A.
1993 Coins and costume in Late Antiquity. Dumbarton Oaks Collection Publications 9. Washington
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1961 Studies in Constantinian chronology. Numismatic notes and monographs. American Numismatic Society 146. New York
1966 The Roman Imperial coinage VII. London
Cahn, H.A., A. Kaufmann-Heinimann
1984 Der spatromische Silberschatz von Kaiseraugst. Derendingen
Claude, D.
1969 Die byzantinische Stadt im 6. Jahrhundert. Munich
Coulston, J.C.N.
1987 Roman military equipment on 3rd century AD tombstones. – In: M. Dawson (ed.) Roman military equipment: The Accoutrements of war. Proceedings of the Third Roman military equipment Research seminar. Oxford: BAR S336, 141 – 156
Cruikshank Dodd, E.
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1973 Byzantine silver treasures. Bern
Dagron, G.
1974 Naissance d'une capitale. Paris 18W. Kleiss, Topographisch-archa?ologischer Plan von Istanbul (Tu?bingen, 1965)
Dalton, O. M.
1906 A second silver treasure from Cyprus.
1907 Byzantine plate and jewellery from Cyprus in Mr. Morgan's Collection. – Burlington Magazine 10, 355 – 362
1909 Catalogue of the ivory carvings of the Christian era in the Department of British and Medieval Antiquities and Ethnography of the British Museum. London
1911 Byzantine Art and Archaeology. London



- 1925 Early Christian art. London
Delbrueck, R.
1929 Die Consulardiptichen. Studien zur spatantiken Kunstgeschichte. Berlin
1933 Spatantike Kaiserportrats von Constantinus Magnus bis zum Ende des Westreiches. Berlin – Leipzig
Demandt, A.
1998 Geschichte der Spatantike. Das Romische Reich von Diocletian bis Justinian 284 – 565 n. Chr. Munchen
Dennison, W.
1918 A Gold treasure of the Late Roman period. New York
Deppert, B., W. Rudolf
1999 A Golden legacy. Ancient jewelry from Burton Y. Bury Collection at the Indiana University Art Museum. Indiana
Diaconescu, A.
1999 Ornamenta Dignitatis: Gradabzeichen und Symbole des sozialen Status bei den lokalen Eliten von Dakien nach dem aurelianischen Ruckzug. – Acta Musei Napocensis 36,1
Diehl, Ch.
1910 Manuel d'Art Byzantin. Paris
1933 La peinture Byzantine. Paris
Diehl, Ch., M. Letourneau, H. Saladin,
1918 Les monuments chretiens de Salonique. Paris
Dimitriadis, E.
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- 1960 On the Golden marriage ring belt and the marriage rings of the Dumbarton Oaks Collection. – DOP 14, 1 - 16
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- 1938 Gerasa, City of the Decapolis. New Haven
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- 1972 Les portiques d’Antioche. - Antioch-on-the-Orontes 5. Princeton
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- 1990 Le de?veloppement urbain de Constantinople (IVe–VIIe sie`cles). - TM, Monographies 2. Paris
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- 1987 Architecture et urbanisme, Collection de l’E? cole franc?aise de Rome 99. Rome
- Martin-Kilcher, St.
- 1985 Ein silbernes Schwertortband mit Niellodekor und weitere Militarfundes des 3. Jahrhunderts aus Augst. – Jahresberichte aus Augst und Kaiseraugst 5, 154 – 157
- 1998 A propos de la tombe d’un officier Cologne (Severinstor) et de la quelques tombes a armes vers 300. - In: M. Kazanski (ed.) L’Armee Romaine et les Barbares du IIIe au VIIe siecle. Paris, 299 – 312
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- 1929 Byzantinische Antike. Studien auf Grund der Silbergefasse der Ermitage. Berlin, Leipzig
- Maxfield, A.
- 1981 The military decorations of the Roman army. London
- Painter, K.
- 1977 Gold and silver in the Late Roman world. London
- 1980 Gold and silver in the Roman world. – Aspects of Early Metallurgy. London, 135 – 151
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- 1990 The Seuso treasure. – Minerva 1, 4 – 11
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- Platner, B., T. Ashby
- 1929 Topographical dictionary of ancient Rome. Oxford



Reece, R.

1997 The myths and messages of silver plate. – *Antiquite Tardive* 5

Spieser, J.-M.

1984 Thessalonique et ses monuments du IV^e au VI^e siecle. Contribution a l'etude d'une ville paleochretienne. Paris, 7–24.

Southern, P., K. R. Dixon

1996 The Late Roman army. London

Tafrafi, O.

1913 La topographie de Thessalonique. Paris

Vakalopoulos, A.E.

1972 A history of Thessaloniki. Thessalonike

Velkov, V.

1977 Cities in Thrace and Dacia in late antiquity. Amsterdam

BIOGRAPHICAL NOTE:

Boyan Dumanov

Assist. Prof. Dr. Boyan Dumanov has been the Chair of the Department of Archeology since 2012. His research career started at Sofia University “St Kliment Ohridski” (1999–2003).

In 2004, Dr. Dumanov became a full time lecturer in the Department of Archeology at the New Bulgarian University.

Dr. Dumanov’s research interests are mainly in the field of Late Antique Archeology, the Migration period, Medieval Bulgaria and Byzantium and focus mainly on issues of applied arts, ruler ideology, ethnic identity, settlement patterns, and migration. In recent years, Dr Dumanov has been particularly focusing on the relationship between modern politics and archeology, the influence of the political status quo in archeology, and science as an object of political action.

Dr. Dumanov’s research projects are mainly related to archeological field research generally in mountainous and hilly areas. Among them are the micro-regional research activities in the Sredna Gora mountain area of the late antique and medieval village complex and early Christian cult center at the village of Gorno Novo Selo, municipality Bratja Daskalovi and the international project “Uncovering the upland zone archaeological heritage: a case study from the Mirkovo Basin, Bulgaria”, in collaboration with the University of Durham, UK.

Dr. Boyan Dumanov has furthered his qualifications and research capabilities by specializing in:

- Römisch-Germanische Kommission des Deutschen Archäologischen Instituts, Frankfurt am Main with the project “Spätantike Goldschmiedekunst in den Diözesen Thracien und Dacia“;
- Durham University;
- Oxford University;
- University College of London, with the project “Archaeology of the Gothic Identity: The Goths on Lower Danube”;
- Netherlands Institute in Turkey, Istanbul, project “Guide to the Byzantine Archaeology”.

Dr. Dumanov has an UNESCO and British Academy fellowships.

He has given lectures at the Universities of Durham, Nottingham, Oxford, University College of London.



Practical Courses at the Archaeometry lab of the NBU:

ARHM010

Analysis and Documentation of Lithic Artifacts

*Ivan Gatsov, Petranka Nedelcheva (NBU),
practical lab course, 30 hours, 3 credits*

This course deals with the documentation and interpretation of prehistoric lithic artifacts. Lithics were produced and used in large quantities during prehistory in a number of everyday and special activities. Stone and obsidian implements are generally the only trace of human daily practices from which we infer an image of man's behavior in his work, gesture and space organization as well as in his social relations and ideology.

Lithics are the oldest and the longest used tools in human history. Aside from their practical use, lithic tools are very often cultural and symbolic markers, as they convey useful information regarding cultural choices and communication.

This course offers introductory lectures on the development of the technology and typology of lithic artefacts, reviews different analytical approaches, statistical and graphical methods and hands-on laboratory exercises. The course will cover additional information concerning the geological, functional and spatial analyses of stone artefacts.

Students will practice how to draw, classify, and analyze real prehistoric lithic artifacts.

	Topic	Form of instruction	Number of hours
1	Introduction to the global development of lithic artefacts.		2
2	Introduction to archaeological approaches to lithic artefacts		2
3	Defining flint and stone raw materials and understanding the context of raw material sources.		2
4	Chaîne opératoire of lithic artefacts		2
5	Analysis of lithic debitage		4



6	Classification of retouched tools		2
7	Experimental archaeology and functional analysis of stone tools.		4
8	Refitting of lithic artefacts		2
9	Statistical analysis of lithic assemblages		4
10	Graphic documentation of lithic artefacts		4

ESSENTIAL READINGS

Addington, L.R. 1986. *Lithic Illustration*. Chicago/London: University of Chicago Press.

Andrefsky, Jr., W. 1998. *Lithics: Macroscopic Approaches to Analysis*. (ch. 2. Basics of stone tool production; ch.5 Flake debitage attributes). Cambridge: Cambridge University Press, Cambridge Manuals in Archaeology.

Inizan, M.-L., Roche, H. and Tixier, J. 1992. *Technology and Terminology of Knapped Stone*. Meudon: CREP.

Luedtke, B.E., 1992. *An Archaeologist's Guide to Chert and Flint*. University of California, California.

Pelegrin, J., 1990. Prehistoric Lithic Technology: Some Aspects of Research. *Archaeological Review from Cambridge* 9, 116-125.

Torre, I.de la., 2011. The origins of stone tool technology in Africa: a historical perspective. *Phil. Trans. of Royal Society B* 366, 1028-1037.

Whittaker, J.C. 1994. *Flintknapping: Making and Understanding Stone tools*. Austin University of Texas Press.

Van Gijn, A.L. 2014. Science and interpretation in microwear studies. *Journal of Archaeological Science* 48, 166-169.

BIOGRAPHICAL NOTES:

Ivan Gatsov

I am a professor of Archaeology at the New Bulgarian University. I obtained my PhD degree at the Jagiellonian University in Krakow, Poland. My scientific interest focuses on prehistoric lithic tools in southeastern Europe and the Eastern Mediterranean. I have studied and published the lithic artefacts from the Bronze Age layers of Troia, the Neolithic site Aşağı Pinar, Barcın Höyük and others in Turkey, the Copper Age tell site Pietrele in Romania and the Neolithic site Aruhlo in Georgia, Mikro Vouni on the island of Samothrace in Greece and lots of prehistoric settlements in Bulgaria. I have supervised a number of PhD thesis on various topics.

I am a corresponding member of the German Archaeological Institute and a member of the Society for American Archaeology.

When I don't work, I read and watch history documentaries esp. on World Wars I and II as well as critical works on totalitarian regimes.

Petranka Nedelcheva

I am an Assistant Professor in Archeology at the NBU and a specialist in prehistoric chipped stones technologies. I have been involved in numerous archaeological projects in Western Anatolia, the Balkans and Southern Caucasus such as Troy, Aşağı Pinar, Barcın Höyük, Aktopraklik, Çukuriçi Höyük, Yenibademli Höyük, Keçiçayırı, Küllüoba, Micro Vouni, Aruchlo, Pietrele, Kouphovouno. My PhD topic is closely connected with the lithic production in the Northern Aegean and Western Anatolia during the Late Prehistory.



In the course of my work I was fortunate to have succeeded in establishing fruitful cooperation and strong collegial relationships with a number of internationally recognized Institutes and Universities, and I look forward to an opportunity to share these connections and collaboration possibilities with my future students. Among them are the Istanbul University, Koç University, Netherlands Institute in Turkey, German Archaeological Institute, Institute for Oriental and European Archaeology at the Austrian Academy of Science, The Field Museum in Chicago and many others.

In addition to my research interests, I have a record of strong academic performance and teaching experience. During the past 15 years I have been teaching multiple courses in archaeology for undergraduate and graduates students; carrying out practical workshops; organizing academic programs; supervising BA and MA theses.

ARHM011

Analysis and Documentation of Archaeological Artifacts (ceramics, metal, coins, epigraphic inscriptions)

*Bogdan Athanassov, Ilian Boyanov, Boyan Dumanov, Zhivko Uzunov (NBU),
practical lab course, 30 hours, 3 credits*

Objects are the main source of information for the archaeological study of human behavior in the past. That is why in this practical course we are focusing on the obligatory steps of artifact study and publication. We are going to learn how to draw, photograph, describe and classify some of the most common archaeological finds. However it is not possible to correctly draw and photograph an object, without knowing which is its upper and lower side, whether it is intact or fragmented. This means that archaeological documentation and interpretation are parallel and indivisible processes.

We start with pottery which is the type of artifacts most commonly found in archaeological excavations. A short overview of prehistoric pottery from the Balkans and the Eastern Mediterranean is followed by practical exercise of how to draw, photograph, describe and classify real ceramic sherds. The need to understand ceramics before putting them on the drawing table is the reason for short intro on Greek, Roman and Medieval pottery in SE Europe.

While the second part of the course deals with metal objects, the third one offers an introduction to the processing of Greek and Roman epigraphic monuments and coins. We are not translating inscriptions but learn how an archaeologist should approach them and be more fruitful in his/her collaboration with an epigrapher or a numismatic specialist.

This course, together with our courses on lithic artifacts provides practical skills which are fundamental for every artefact-oriented archaeological study. In this respect the course is a good preparation for the work on MA thesis.

	Topic	Form of instruction	Number of hours
1	Intro and aims of the course		2
	Part 1. Ceramics		
2	Ceramic vessels in the prehistoric Balkans and Eastern Mediterranean		2
3	Drawing of prehistoric pottery		5
4	Ceramic vessels in Greek, Roman and Medieval times		2
5	Drawing of Antique and Roman pottery		5



6	Artifacts through the lens. Photography of objects in archaeology		2
7	Classification of ceramics. Typology and seriation		1
	Part 2. Metal		
8	Analysis and documentation of metal artifacts		4
	Part 3. Epigraphy and numismatics		
9	Archaeology of epigraphic monuments		2
10	Archaeology of numismatic evidence		2
11	Conclusions: The Social Lives of Objects: Artifact Biographies		1
12	Grading		2

ESSENTIAL READINGS

Banning, E. 2000. *The Archaeologist's Laboratory: The Analysis of Archaeological Data*. Plenum Publishers. New York et al.

Bruun, Chr. / J. Edmondson 2015. *The Oxford Handbook of Roman Epigraphy*. Oxford University Press.

Dorrell, P.G. 1989. *Photography in Archaeology and Conservation*. Cambridge Univ. Press.

Drewett, P. 2001. *Field Archaeology. An Introduction*. UCL Press, London.

Evans, Th. / P. Daly (eds.) 2006. *Digital Archaeology. Bringing Method and Theory*. Routledge.

Gosden, Chr. / Y. Marshall 1999. The cultural biography of objects. *World Archaeology*, 31, 2, 1999, 169-178.

Grant, J. / S. Gorin / N. Fleming. 2008. *The Archaeology. Coursebook. An Introduction to Themes, Sites Methods and Skills*. Routledge 2008.

Rice, Rp. 1987. *Pottery Analysis. A Sourcebook*. The University of Chicago Press.

BIOGRAPHICAL NOTES:

Please refer to the biographical notes in previous courses offered by these professors.





ARHM012

Archaeological Fieldwork

Bogdan Athanassov (NBU), Ivan Vassilev (BHF)

4 weeks of archaeological fieldwork, 150 hours, 15 credits

Please refer to www.bhfieldschool.org/program for syllabi and other details regarding the fieldwork in archaeology or conservation.

Third Semester, Fall.

Three online graduate seminars. Beginning of MA thesis

October-February:

Lecture courses (credit courses)

ARHM013

Introduction to Ethnoarchaeology

Bogdan Athanassov (NBU)

online course, 30 hours, 3 credits

In our times of computerized industrial production, ethnoarchaeology is an invaluable pool of knowledge in the study of traditional societies. Archaeologists are eager for ethnographic observations because they bring us closer to the world of handicrafts, ox-plowed fields, transhumant pastoralists and traditional households. Moreover most of these records emerged in the bosom of cultural anthropology and therefore they are often analytical and interpretative.

In this course ethnoarchaeology is taken as a source of inspiration for the creation of hypotheses about the past we study. Ethnoarchaeological and anthropological approaches are not overestimated: they are priceless sources of scholarly imagination for the formulation of adequate research questions. However, only the meticulous study of our archaeological data can prove these questions correct or wrong.

The first part of this course deals with traditional architecture, funerary practices, agriculture, stock breeding, and crafts (lithics, ceramics, metals). When possible, case studies from the Mediterranean and the Balkans will be used. The second part of the course is analytical and seeks to draw general narratives on topics such as craft specialization, exchange, style, and identity.



	Topic	Form of instruction	Number of hours
1	Why ethnoarchaeology ? Aims and organization of the course.		2
2	Architecture		4
3	Funerary practices		2
4	Agriculture		4
5	Stock breeding		4
6	Lithics		2
7	Ceramics		2
8	Metals		2
9	Organization of production and craft specialization		2
10	Exchange		2
11	Style, identity, communities and borders		2
12	Grading		2

ESSENTIAL READINGS

Allen, J. 1985. Comments on complexity and trade: a view from Melanesia. *Archaeology in Oceania*, 20, 1985, 49-57.

Andersen, K. 1969. Ethnographic analogy and archaeological interpretation. *Science* 163, 1969 133-38.

Barnard, H. / W. Wendrich (eds.) 2008. *The Archaeology of Mobility. Old World and New World Nomadism*. Costen Advanced Seminars 4, University of California, Los Angeles.

Blitzer, H. 1990. Pastoral life in the mountains of Crete. *Expedition* 32, 3, 34-41.

Bordaz, J. 1965. The threshing sledge. *Natural History* 74, 4, 1965, 73-79.

Casson, S. 1938. The modern pottery trade in the Aegean. *Antiquity* 12, 1938, 464-73.

Chang, Cl. 1992. Archaeological Landscapes. The ethnoarchaeology of pastoral land use in the Grevena province of Greece. In: Rossignol, J. / L. Wandsnider (eds.), *Space, Time, and Archaeological Landscapes*. Plenum Press, New York 1992, 65-89.

Chang, Cl. 1993. Ethnoarchaeological survey and pastoral transhumance sites in the Grevena region, Greece. *Journal of Field Archaeology* 20, 3, 249-64.

Chang, Cl. 1993. Pastoral transhumance in the Southern Balkans as a social ideology: ethnoarchaeological research in Northern Greece. *American Anthropologist* 95, 3, 1993, 687-703.

David, N. 1992. Integrating ethnoarchaeology: a subtle realist perspective. *Journal of Anthropological Archaeology* 11, 1992, 330-359.

David, N. / C. Kramer 2001. *Ethnoarchaeology in Action*. Cambridge University Press.

David, N. / J. Sterner / K. Gavua 1988. Why pots are decorated? *Current Anthropology* 29, 3, 1988, 365-389.

Childs, S.T. and D.J. Killick. 1993. Indigenous African metallurgy: nature and culture. *Annual Review of Anthropology* 22, 1993, 317-37.

Halstead, P. 2014. *Two Oxen Ahead. Pre-mechanized Farming in the Mediterranean*. Wiley-Blackwell.

Helms, M.W. 1988. *Ulysses' Sail: An Ethnographic Odyssey of Power, Knowledge and Geographical Distance*.

Helms, M.W. 1993. *Craft and the Kingly Ideal: Art, Trade and Power*.

Hodder, I. 1982. *Symbols in action: ethnoarchaeological studies of material culture*



Horden, P. / N. Purcell 2000. *The Corrupting Sea: A Study of the Mediterranean History*. Oxford, Blackwell.

Horne, L. 1994. *Village spaces: settlement and society in northern Iran*. Washington, DC: Smithsonian Institution Press.

Keswani, P. 1994. The social context of animal husbandry in early agricultural societies: ethnographic insights and an archaeological example from Cyprus. *Journal of Anthropological Archaeology* 13, 1994, 255-77.

Kramer, C. 1982 *Village Ethnoarchaeology. Ritual Iran in Archaeological Perspective*. Academic Press. New York.

Leach, J. W. / E. Leach (eds.). 1983. *The Kula. New Perspectives on Massim Exchange*.

Salzman, P. C. 2002. Pastoral nomads: some general observations based on research in Iran. *Journal of Anthropological Research* 58, 2, 2002, 245-264.

Ucko, P. 1969. Ethnography and archaeological interpretation of funerary remains. *World Archaeology* 1, 1969, 262-80.

Wiessner, P. 1983. Style and social information in Kalahari San projectile points. *American Antiquity* 48: 253-76.

Wiessner, P. 1984. Reconsidering the behavioral basis for style: a case study among the Kalahari San. *Journal of Anthropological Archaeology* 3 (3): 190-234.

BIOGRAPHICAL NOTE:

Please refer to previous courses offered by B. Athanassov.



ARHM014

Archaeology of Identity

Bisserka Gaydarska (Durham, UK)

online course, 30 hours, 3 credits

'The same person can be categorized according to different criteria of relevance in different situations' (Cohen 1978: 388)

Studying identity is not an easy task. Depending on the definition of identity and whether a self-reference (how one sees herself/himself) or other people's (how other people view herself/himself) stance is favoured, it can be argued that identity cannot be revealed without living subjects. This not only would have a devastating impact on the epistemological basis of archaeology but more seriously, it would deprive past people of who they were by amalgamating them in an undifferentiated mass of mute partakers.



In the last two decades, an excellent scholarship has been developed in archaeology that stood up to the challenge and provided both the theoretical framework and the empirical data to study identities in the past. It also revealed that identities can and have been manipulated and politicized. A constant challenge in our discipline is how to study and deconstruct such activities in the past.

The objectives of this course are:

- to provide a summary of past studies of identity - from non-existent, to first steps and teething problems to the explosion of approaches
- to enable students to recognize the multiple aspects of identity and how this may affect the archaeological record
- to help students develop skills of recognizing and studying the fluid and plural identities in the archaeological record through the use of wide-ranging case-studies.

	Topic	Form of instruction	Number of hours
1	Introduction a. What is identity? Can archaeologists study identity? b. Fixed and fluid identities. c. Bodies and artefacts as indicators of identity. Artefacts as symbols		4
2	Gender I a. History of gender studies in archaeology. Theoretical frameworks.		2
3	Gender II a. Case-studies in mortuary and living domains		2
4	Age a. Are children visible in the archaeological record? b. Archaeology of birthing, motherhood and infertility c. How are old people viewed in archaeology?		4
5	Religion a. Hawkes' ladder of inference b. Primitive religion/tribal religions/historical religions BUT also Marxist concepts of ideology c. The damaging influence of the 'Mother Goddess' concept		4
6	Ethnicity a. is archaeological culture and ethnicity the same thing? b. nationalism c. colonialism		2
7	Personhood a. individual, dividual and communal identity b. personal skills		2
8	Kinship and community a. The importance of households, kin groups and communities b. Case studies in houses and households c. Case studies in community identity		2



9	Power and identity a. 'Power over' and 'power to' - forms of po b. Concepts of status at the individual and corporate levels c. Case studies in monumentality		2
10	Place identity and Landscape identity a. from space to place - the significance of place to persons b. the constitution of landscapes c. case studies in landscape archaeology		2
11	Concluding remarks a. summing-up - what we have learnt this semester		2
12	Grading		2

ESSENTIAL READINGS

Bolger, D. 2013. *A companion to Gender Prehistory*. Willey-Blackwell.

Brück, J. and Goodman, M. 1999 *Making Places in the Prehistoric World: themes in settlement archaeology*, London.

Casella, E. and Fowler, C. 2004. *The archaeology of plural and changing identities : beyond identification*. New York : Springer.

Chapman, J.C., 2000, *Fragmentation and Social Practices in the Later Prehistory of Central and Eastern Europe*, London

Chapman, J. and Gaydarska, B. 2006. *Parts and wholes: fragmentation in prehistoric context*. Oxford: Oxbow Books

Chapman, J. and Gaydarska, B. 2011. Can we reconcile individualization with relational personhood? A case study from the Early Neolithic. *Documenta Praehistorica XXXVIII*, 21–43.

Conkey, M. W. and Tringham, R. E. 1995 *Archaeology and the goddess: Exploring the contours of feminist archaeology*. In: D. C. Stanton and A. J. Stewart (eds.), *Feminisms in the Academy*. Ann Arbor, 199–247.

Díaz-Andre, M. & Champion, T. 1996 *Nationalism and archaeology in Europe*. Boulder, CO: Westview Press.

Díaz-Andreu, M. et al. 2005. *The archaeology of identity : approaches to gender, age, status, ethnicity and religion*. London : Routledge, 2005.

Eller, C. 2000 *The Myth of Matriarchal Prehistory*. Boston

Fowler, C., 2004, *The Archaeology of Personhood: an anthropological approach*, London.

Goodison, L. and C. Morris. (eds.) 1998 *Ancient Goddesses: The Myths and the Evidence*. London: British Museum.

Hamilton, S., Whitehouse, R. and C. Wright 2007. *Archaeology and Women*. Ancient and Modern Issues. Walnut Creek, Left coast Press.

Insoll, T. (Ed.) 2006. *The Archaeology of Identities: A Reader*. Routledge

Hutton, R. 1997. The Neolithic great goddess: a study in modern tradition. *Antiquity*, 71, p.91-9.

Jones, S. 1997. *The Archaeology of Ethnicity: Constructing identities in past and present*. London: Routledge.

Meskill, L. 1998 Oh my goddess! Archaeology, sexuality and ecofeminism. *Archaeological Dialogues 5*: 126–42.

Power of Place 2000 *Power of Place: The future of the Historic Environment*. English Heritage, London



Petts, D. 1998 Landscape and Cultural Identity in Roman Britain. In R. Laurence & J. Berry (eds) Cultural Identity in the Roman Empire, London, pp.79-94.

Sørensen, M-L 2000 *Gender Archaeology*. Cambridge

Montón-Subías, S. and M. Sánchez-Romero 2008. Engendering social dynamics: the archaeology of maintenance activities. Oxford : Archaeopress, 2008.

BIOGRAPHICAL NOTE:

Bisserka Gaydarska

I am a Honorary Research Fellow in Durham University and currently I work as an independent researcher and consultant in archaeology. My research interests include the prehistory of Central and Southeastern Europe, material culture studies, identity, interdisciplinary studies, early urbanism, GIS and landscape archaeology. These interests have involved me in numerous field and research projects, excavations and museum work in my home country of Bulgaria, as well as in Romania, Greece, Serbia, Hungary and Ukraine.

I received my first degree in Sofia University and a PhD from Durham University, UK. Having being educated and having being working in the research environment of both Eastern and Western Europe, I can truly claim to have benefitted from the best of both worlds. My post-doc posts were in two British Universities - Durham and Cardiff - research that I complemented with part-time teaching.

I have taught at all levels of undergraduate studies and on the taught Masters course in Durham University and I relish the challenge of conveying difficult concepts to students.

In the little free time I have after doing research, writing books and articles, editing or reviewing other people's work, giving conference talks and seminar presentations and writing grant applications, I enjoy going to cinema and jazz concerts, reading crime novels and keeping fit by swimming, fitness and yoga.





ARHM015
Archaeology of Southeast Europe in the Middle Ages: Bulgaria and the Byzantine Commonwealth

Boyan Dumanov (NBU), Ivan Vassilev (BHF)
online course, 30 hours, 3 credits

This course offers an overview of the archaeology of the Balkans and the Eastern Mediterranean in Medieval times. It starts with the transition from Antiquity to the Middle Ages while inquiring into continuities and changes in urban and rural settlements, religion, military, and political organization.

In order to better understand complex political landscapes, the course not only focuses on the Byzantine empire but also on Goths, Sarmaths, Huns, Avars, and other groups shaping the ethnic diversity of Southeast Europe in Late Antiquity and Early Medieval times.

The archaeology of Bulgars and Slavs has an important place in this course and will be fundamental for the study of the Bulgarian state in the Balkan peninsula.

The changing cultural and political situation in the High Medieval Balkans is also among our central topics. The course ends with an overview of the Ottoman Period in the Balkan peninsula between 1300 and 1600 AD.

We try to keep a balance between the abundant archaeological and historical evidence on one hand and theoretical issues on the other, such as archaeology of ethnicity, interaction, state formation, politics of empires, and of nomadic or sedentary segmented societies.

	Topic	Form of instruction	Number of hours
1	The transition from Antiquity to the Middle Ages. Urban centers and rural structures. Christianization and church architecture. Military structures. Economy. Problems of transition – was there continuity?	Seminar – discussion	2
2	The Migration period and the Lower Danubian Roman provinces. Archaeology of the barbarian enclaves – The Goths, Sarmaths, Huns, Avars. The problem of the foederati and ethnicity.	Seminar – discussion	2
3	Bulgars north of the Black sea. Problems of identification and archaeology. Burial rites and chronology. The Sivashovka group. The burial site from Malaya Pereschepina (Ukraine) – problems of chronology and interpretation. Models of economy in the conditions of a steppe environment. Reasons for migration.	Seminar – discussion	2
4	Slavonic archaeology. History of the discipline, methodology and problems of the research. Critical analysis of the written sources. Basic artifacts of the Slavonic colonization of the Balkans. Slavonic culture – a matter of ethnicity or decade of the provincial culture.	Seminar – discussion	2



5	The Medieval Constantinople. Late Antique heritage. Urban planning and social structures. Development of fortifications. The fate of the Great Palace and the church of <i>Hagia Sophia</i> .	Seminar – discussion	2
6	Byzantine Dark Ages and archaeology of the old Byzantine centers in the Mediterranean region and the Balkans (c. 800-1000). Byzantium and the second Conversion of the Balkans. Antique and Byzantine influences in the formation of the Christian architecture in the East Balkans. Monasteries.	Seminar – discussion	2
7	The foundation of the Bulgarian state south of the Lower Danube. Initial territory and archaeological structures. The roots of the centers of power – the problem of <i>aule</i> . Pagan burial rites and cemeteries. Mass graves. Characteristic of pagan cults and artifacts. The Madara horseman.	Seminar – discussion	2
8	The centers of power of the Early Medieval Balkan states. Archaeology of Plisca and Veliki Preslav. The problem of town and city in the First Bulgarian Kingdom.	Seminar – discussion	2
9	The Byzantine restoration.(c. 1000-1100). The emergence of Medieval towns in the Balkans. Archaeology of urban centers in the Strymon and Axios valleys. Restoration of Byzantine cities in the Eastern provinces.	Seminar – discussion	2
10	Later nomads and migrations in the Balkans and the Byzantine East. Pechenegs, Uzi, Cumans, Tartars and Turks. Problems of interactions with the local culture and identification.	Seminar – discussion	2
11	The High Middle Ages in the Balkans (1100-1400). The Medieval town and its transformation back to Early Byzantine models. Historical topography of urban centers in the low and highlands of the Balkans and the Mediterranean region. Tarnovgrad as successor of and alternative to Constantinople after 1204. Did castles exist? (Iv. Vassilev)	Seminar – discussion	2
12	Christianity in Byzantium and the states of the Balkan High Middle Ages. Church architecture, episcopal complexes and monasteries.	Seminar – discussion	2
13	The economic background. Trade routes, markets and ports. Restoration, development and crises of agriculture. Animal breeding. Subjects of export and overseas import. Coins and coinage of the Balkan medieval states and Byzantium.	Seminar – discussion	2
14	Ecclesiastic Architecture and Arts of the Medieval Balkans (Iv. Vassilev)	Seminar – discussion	2
15	Introduction to the civilization of the Ottoman Balkans in 1300s - 1600s (Iv. Vassilev)	Seminar – discussion	2

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BIOGRAPHICAL NOTES:

Boyan Dumanov

Assist. Prof. Dr. Boyan Dumanov has been the Chair of the Department of Archeology since 2012. His research career started at Sofia University “St Kliment Ohridski” (1999–2003).

In 2004, Dr. Dumanov became a full time lecturer in the Department of Archeology at the New Bulgarian University.

Dr. Dumanov’s research interests are mainly in the field of Late Antique Archeology, the Migration period, Medieval Bulgaria and Byzantium and focus mainly on issues of applied arts, ruler ideology, ethnic identity, settlement patterns, and migration. In recent years, Dr Dumanov has been particularly focusing on the relationship between modern politics and archeology, the influence of the political status quo in archeology, and science as an object of political action.

Dr. Dumanov’s research projects are mainly related to archeological field research generally in mountainous and hilly areas. Among them are the micro-regional research activities in the Sredna Gora mountain area of the late antique and medieval village complex and early Christian cult center at the village of Gorno Novo Selo, municipality Bratja Daskalovi and the international project “Uncovering the upland zone archaeological heritage: a case study from the Mirkovo Basin, Bulgaria”, in collaboration with the University of Durham, UK.

Dr. Boyan Dumanov has furthered his qualifications and research capabilities by specializing in:

- Römisch-Germanische Kommission des Deutschen Archäologischen Instituts, Frankfurt am Main with the project “Spätantike Goldschmiedekunst in den Diözesen Thracien und Dacia“;
- Durham University;
- Oxford University;
- University College of London, with the project “Archaeology of the Gothic Identity: The Goths on Lower Danube”;



• Netherlands Institute in Turkey, Istanbul, project “Guide to the Byzantine Archaeology”.
Dr. Dumanov has an UNESCO and British Academy fellowships.

He has given lectures at the Universities of Durham, Nottingham, Oxford, University College of London.

Ivan Vassilev

I am a Ph.D. candidate in archaeology, an adjunct professor at the New Bulgarian University, Bulgaria and chair of the Balkan Heritage Foundation. The topic of my dissertation is “*Late Medieval Churches in the Nishava Valley (Bulgaria, Serbia)*”. Since 2008 I have directed numerous field projects for the documentation of churches and chapels at risk. I am the editor-in-chief of the Balkan Heritage Studies – a series of scientific e-books presenting the results of research projects supported by the Balkan Heritage Foundation, Bulgaria. My main research interests include Medieval Balkan archaeology and history, Medieval studies, architecture and arts of the Christian East, field archaeology, management of cultural heritage, archaeology and ideologies/politics. I love traveling and exploring new cultures. I have a passion for Mediterranean cuisine.



Beginning of work on MA thesis – *online consultations (30 hours)*



Fourth Semester, Spring.
Supervision of MA thesis. Two practical courses at the archaeometry lab of the NBU.
Fieldwork

February-June: Continuation of work on MA thesis – *online consultations, 30 hours*

June:

Practical Courses at the Archaeometry lab of the NBU:

ARHM016

Reflectance Transformation Imaging in Archaeology

Miglena Raykovska, Ilian Boyanov (NBU)

practical lab course, 30 hours, 3 credits

RTI or Reflection Transformation Imaging is a digital photographic method that allows us to capture an object's surface shape and color in very high resolution. It uses computational power and special software that enables an interactive re-lighting of the object from any direction. RTI also permits the mathematical enhancement of the object's surface shape and color attributes and reveals surface information that is otherwise not possible to see with our eyes.

RTI is widely used in museums and galleries around the world. It is a cost efficient and easy to perform method, which supports the work of restorers, conservators, epigraphs, numismatists, etc. This course will be held in the Department of Archaeology Lab in New Bulgarian University. The course uses a combination of lectures, demonstrations, and practical hands-on sessions. Students will at first get familiar with fundamentals in technical photography. They will learn how to apply highlight Reflectance Transformation Imaging to portable artefacts and how to capture, process, and manipulate the data. Each student will go through the entire process many times. There will be variety of small projects in which the students will work in small teams.

During this course students will learn:

- The RTI digital imaging technique and work flow
- Practical information about equipment, image capture setups, and software
- Practical information about basic photography
- RTI application in different areas of cultural heritage
- Step-by-step processing of images
- How to use different viewing modes to examine details of an image
- How to plan an RTI project.

PREREQUISITES:

Possession of a laptop with 8GB of RAM or more will be an advantage, as well as knowledge of Adobe Photoshop and Adobe Bridge.



	Topic	Form of instruction	Number of hours
1	Basic Photography knowledge and skills	Demonstration and Practice	2
2	RTI – history, method, application	Lecture and Demonstration	2
3	RTI Photography in cultural heritage documentation	Lecture and Demonstration	2
4	RTI - basics in the practice	Demonstration/Practice	2
5	RTI of coins	Practice/Teamwork	4
6	RTI of pottery	Practice/Teamwork	4
7	RTI of metal artefacts	Practice/Teamwork	4
8	RTI of epigraphic monuments	Practice/Teamwork	4
9	RTI of frescoes	Practice/Teamwork	4
10	RTI and other digital techniques for enhancing deteriorated inscriptions and frescoes	Demonstration/Practice	4

ESSENTIAL READINGS

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BIOGRAPHICAL NOTE:

Miglena Raykovska

My passion for world heritage has shaped my professional and educational history. I hold a Master's degree in Architecture and Archaeology, a professional diploma in the Preservation of the Immovable Cultural Heritage, and will soon have my PhD, which focuses on digital preservation and documentation of archaeological heritage.

I possess a diverse skill-set in virtual reality and digital technology as well as a strong knowledge in documentation and preservation of built cultural heritage. I have more than 10 years of experience in using CAD software for digital planning and drawing, four years in using close-range photogrammetry, RTI (Reflectance Transformation Imaging), HDR panoramic photography, and Virtual Tours.

Ilian Boyanov

I am an Associated Professor at the Department of Archaeology at the New Bulgarian University.

I have studied archaeology in Sofia University "St. Kliment Ohridski". Since 2008 I teach classical archaeology at the NBU in Sofia. Among my favored topics are archaeology of change, food and contact studies, archaeology of space, frontiers and borders, archaeology of war. In archaeological fieldwork, I engage with architecture, ceramics and metal tools.

My main fieldwork projects were a survey of the roman village near Golemo Buchino in southwestern Bulgaria in 2005 – 2010 and the excavations of the roman emporium Discoduraterae in north Bulgaria in 2011 - 2014.





ARHM017
Geographic Information Systems in Archaeology
Zivko Uzunov (NBU)
practical lab course, 30 hours, 3 credits

The aim of the course is to introduce students to the use of Geographic Information Systems (GIS) in archaeology. Specialized GIS-software has proven very useful in the spatial analysis of archaeological data such as settlement patterns, site locations, and find distributions in activity areas. Students attending the course will learn how to create a GIS-database, make thematic maps, and analyze information about sites, artifacts, and landscapes. The course tries to keep a balance between technical skills, software competence, and theory of spatial analysis in archaeology.

ESSENTIAL READINGS

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BIOGRAPHIC NOTE

Zhivko Uzunov

I am an Assistant Professor in the Department of Archaeology, New Bulgarian University where I obtained my MA (2006) and Ph.D. (2011). My main research interests include settlement patterns, Hellenistic pottery production, and contact studies (esp. Greek colonies and inland Thrace).

I directed various regional field survey projects and archaeological excavations. My current fieldwork aims at carrying out research in the broader area around the Greek colony Messambria Pontica on the western Black Sea Coast.



ARHM018

Archaeology in Practice

Bogdan Athanassov (NBU), Ivan Vassilev (BHF)

4 weeks of archaeological fieldwork, 150 hours, 15 credits

Please refer to www.bhfieldschool.org/program for syllabi and other details on the archaeological fieldwork.



For any further questions please contact Assist. Prof. Bogdan Athanassov (bo.atana@nbu.bg).