ARCH 0420: ARCHAEOLOGIES OF THE GREEK PAST
Monday, Wednesday, and Friday, 10-10:50am
Location: Sayles, Room 204

Instructor: Michelle Berenfeld
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Office hours: Fridays 11-1, and by appointment

From Bronze Age palaces to the Acropolis in Athens and on the trail of Alexander the Great, this course explores the ancient Greek world through archaeology—using art, architecture, and everyday objects to learn about ancient Greek society, from the mysterious to the mundane. It also considers how we experience ancient Greece today, including questions about archaeological practice, the antiquities trade, and cultural heritage.

Prerequisites: None.

Course requirements:
All students are expected to attend class regularly, participate in class discussions, and complete all of the readings and assignments by the dates outlined in the syllabus.

Grade percentages:
Midterm examination = 20% (In class, March 18)
Final examination = 30%
Writing assignments (Two short writing assignments/projects, 20% each) Total = 40%
   Assignment 1, due in class, Mar. 6
   Assignment 2, due in class, Apr. 17
Class participation = 10% (including regular attendance, participation in Friday discussions, occasional informal presentation and discussion of projects)

Grade scale:
The grade scale in this course is as follows (+/- grades are for information only).

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<th>Score Range</th>
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<td>92-100</td>
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<td>70-71</td>
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Required texts (available at Brown bookstore and library reserve)
- Pedley, John G. Greek Art and Archaeology. 4th edition* (Prentice-Hall).
- Pollitt, J.J. Art and Experience in Classical Greece. (Cambridge University Press)

Additional required readings are listed below and will be available on the class wiki page.

* If you have or want to purchase an earlier (and less expensive) edition of the Pedley book, you may use that instead, but there may be some differences in page numbers and content (the earlier the edition, the bigger the differences). I have placed the 2nd edition on reserve at the Brown library, and requested they purchase the 4th edition.
Images
Every lecture will be illustrated with images (PowerPoint). PDFs of these images will be posted to the class wiki page each week. Students may be tested on labeled images from class PDFs and/or images that appear in the readings.

Writing Assignments
See the last page of the syllabus for brief descriptions of the assignments. Additional instructions will be provided in class.

All assignments are expected to be written in students’ own words. Students are expected to include proper citations of references and sources of information that do not come from class lectures (articles, web pages, books, etc.) and should be in the form of footnotes or endnotes, or parenthetical notations. Students are strongly advised to refer to a style manual (such as the Chicago Manual of Style, etc.) for the formatting of footnotes and other types of references, bibliographies, etc.

Late papers and make-up tests:
As the dates of exams and due dates of assignments are included in the syllabus, all students are expected to know about them and to be prepared accordingly. If a student does not show up for a test or is late with a paper s/he must provide evidence of a medical emergency or similarly unavoidable reason for doing so, or should expect their grade to be affected. A half-grade a day will be deducted for late assignments, unless prior arrangements have been made or an extension was granted by the instructor.

COURSE CALENDAR

Introduction
Week 1 (Jan. 21, 23)
Meet the Greeks: Who they were, how we know, why we care.

Bronze Age and Beginnings
Week 2 (Jan. 26, 28, 30)
Island Living: The Cyclades and the Minoans
Read for Jan. 26: Pedley, p. 31-43.
Read for Jan. 28: Pedley, p. 45-61.

Week 3 (Feb. 2, 4, 6)
The Good Old Days: When Men were Men and Women were...Stolen. The Late Bronze Age.
Read for Feb. 2: Chadwick, The Decipherment of Linear B, p. 5-25.
Read for Feb. 4: Pedley, p. 88-103.
Read for Feb. 6: Abbott, “The Earliest Inhabitants of Greece” (1886); Easton, “Heinrich Schliemann: Hero or Fraud?”
Week 4 (Feb. 9, 11, 13)
Age of Heroes:  Dark Times, Good Stories
Read for Feb. 9:  Pedley, p. 105-122.
Read for Feb. 11:  Pedley, p. 125-149.
Read for Feb. 13:  Selections from the Iliad.

The Greek World in the Archaic to Classical Periods
Week 5 (Feb. 16, 18, 20)
Written in Stone: The early temples and the gods who loved them
Feb. 16:  NO CLASS (Brown Long Weekend)
Read for Feb. 18:  Pollitt, p. 3-14; Pedley, p. 151-175.

Week 6 (Feb. 23, 25, 27)
Blood and Smoke:  Myths, Legends, and Oracles in the 6th century.
Read for Feb. 23:  Pedley, p. 192-209.
Feb. 27:  NO CLASS

Week 7 (Mar. 2, 4, 6)
When a Trojan isn’t a Trojan:  The Persian Wars and their aftermath.
Read for Mar. 2:  Pollitt, p. 15-63; Pedley, p. 214-228.
Read for Mar. 4:  Pedley, p. 228-247.
For Mar. 6:  Meet at RISD Museum.  Assignment 1, Due in class.

Week 8 (Mar. 9, 11, 13)
Athens, Athens, Athens.
Read for Mar. 9:  Pollitt, 64-110; Pericles, Funeral Oration.
For Mar. 13:  Search on line for “Elgin Marbles.” In addition to the account from the British Museum and the Wikipedia page, look for news and opinion pieces and prepare to discuss in class.

Week 9 (Mar. 16, 18, 20)
The End of an Era
For Mar. 16:  Study/catch up day.
Mar. 18:  MIDTERM (on material through Week 7)
Mar. 20:  NO CLASS

WEEK 10 (Mar. 23-27):  NO CLASS.  SPRING BREAK

Week 11 (Mar. 30, Apr. 1, 3)
Things Change:  The Fourth Century
Read for Mar. 30:  Pedley, p. 292-311
Read for Apr. 1:  Pollitt, p. 136-174.
Read for Apr. 3:  Sophocles, Oedipus the King (Oedipus Rex)
Week 12 (Apr. 6, 8, 10)

*Alexander...the Great!*

Read for Apr. 6: Pedley, p. 311-335.

Read for Apr. 8: Riad, “Egyptian Influence on Daily Life in Alexandria.”

Read for Apr. 10: Worthington, “How ‘Great’ was Alexander?” available on line at: www.iranchamber.com/history/articles/how_great_was_alexander1.php; Selections from Plutarch, Quintus Curtius.

Week 13 (Apr. 13, 15, 17)

*Alex is Dead, Long Live Alex: the Hellenistic World*


Read for Apr. 15: Alcock, “The Heroic Past in a Hellenistic Present.”

**Apr. 17:** Assignment 2, Due in class.

Week 14 (Apr. 20, 22, 24)

*The Rise of Rome and the Legacies of the Greeks*


Read for Apr. 22: Selections from Cicero.

Apr. 24: Review session (optional)

**FINAL EXAM** (Date and location to be announced)
WRITING ASSIGNMENTS

1. Objects and Objets: Greek Art and Artefacts in the World
This assignment has two parts. Please be sure to complete both parts. They should be of roughly equal length.

Part 1:
Select an ancient Greek (can be from Bronze Age through Hellenistic period) object that is currently on display in the galleries at the RISD museum. Examine the object carefully and provide a detailed visual analysis of the object (describe it) and discuss its significance. Discuss its subject matter, size and scale, material and color, as well as missing parts or restorations, where applicable. Consider some of the following questions: Do we know the original location of this object? If so, where was it and what does that tell us about it? What was its intended use? Who would have seen it? Used it? How would it have been viewed or displayed in its original surroundings? How can you determine the answers to these questions by looking at the object alone? What do you learn from the museum label? What information about this object that you would like to have is unavailable?

Part 2:
Select an object that is currently or has been recently advertised for sale in one of the major auction houses (see links below). Provide your own brief visual analysis of the object based on the photographs provided for the sale (include a copy of the description provided by the auction house with your assignment). Discuss the significance of this object, first, as an archaeologist—i.e. when was it made, what was it for, what can it tell us about the civilization that produced it, etc.—then discuss the value and values attributed to the object by the auction house. How much is the estimated sale price (or actual price if sold)? What are its main selling points? Are there any differences in the archaeological value of the object and the sales value? What are they? What are some similarities? Finally, make a case for the purchase of this object to a buyer—be sure to tailor your case to the type of buyer you have in mind. Could you convince a major museum to buy this piece? If so, why? What about a private collector? An academic institution? The RISD museum? Explain your rationale, both in terms of the object and the collection to which you plan to add it.

Students should produce the equivalent of approximately 2200-2500 words of writing. Be sure to include the museum inventory number for the object in the RISD museum and a copy of the sale page for the auction object (printed from a website is fine). Be prepared to discuss the RISD object in the museum with the class.

*Students may select an object for sale through a source outside of the major auction catalogs (eBay, art galleries, other on-line sources, etc), but must check with me first.

For Sotheby’s:
Go to: [http://www.sothebys.com/app/live/event/EventSearchResults.jsp?event_landing=true](http://www.sothebys.com/app/live/event/EventSearchResults.jsp?event_landing=true) (this should be Explore Auctions) and in the box on the left, enter a date range somewhere between 2000 and today (covering at least all of 2008), and select Antiquities Department. You should be given the option to “Browse Catalogues.”
For Christie’s:
Go to: http://www.christies.com/results/ (should be Auction Results). Select a year prior to 2009 and choose June, as this is usually when the Antiquities sales are. You should find entries for Antiquities. You can also search by location (for best results, try New York, London, or Geneva).

2. Found an Ancient Greek Cult
Throughout this course we will hear about gods and heroes and how they were worshipped. Based on what you have learned about Greek religion—both ritual and physical environments and objects—invent a new (i.e. not existing in antiquity as far as we know) cult for a KNOWN Greek god, hero, or personification and describe how it would work.

You should produce the equivalent of approximately 1800-2200 words of writing that explains both the invented cult and the information you used to create it. Provide relevant background information about the deity, as known from archaeological and literary sources, and describe the specific attributes that are associated with your cult—these must be appropriate to the deity and should be explained using historical and archaeological information from class and your readings. In creating/describing the cult, be sure to explain where the cult would be founded (location of sanctuary or sanctuaries), and when to found it and when to use it (i.e. you could invent a cult that was established in the Bronze Age, but focus your discussion of its ritual in the Hellenistic period, etc.). Explain and describe the types of buildings, landscape, and/or objects that would be associated with the cult and its sanctuary/sanctuaries and the nature of ritual(s) performed for the deity, and by whom (priests/priestesses, etc).

You should provide at least one visual aid to help explain your project to the class—this could be (but is not limited to) a plan of a sanctuary or shrine, the sculptural program for a temple (drawing well is not required—stick figures labeled and posed are fine!), design of a cult statue, etc.