

Instructor: Kevin D. Fisher

Joukowsky Institute for Archaeology and the Ancient World

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Office Hours: M 2:00-3:00pm / W 11:00am-12:00pm (or by appointment)

Rhode Island Hall 214

Course Meetings: M/W/F 1:00-1:50pm Rhode Island Hall 108

Course Wiki: <http://proteus.brown.edu/greekpast2010/12474>

TA: Katherine Harrington (Katherine_Harrington@brown.edu)

Office Hours: M 12-1pm and Th 3-4pm (or by appointment) Rhode Island Hall 016

Introduction: This course will explore the Greek world from the first farmers of the Neolithic and the legendary palaces of the Bronze Age through to the rise of the Athenian democracy and the conquests of Alexander the Great. In tracing these developments we'll look at the material remains left behind by the ancient Greeks—from the great monuments to the more mundane objects of domestic life—and how these are recovered and studied through archaeology. In particular, we're interested in what the buildings, pottery, sculpture, frescoes, tools, coins and other remains can tell us about how people lived (and died) and how their society changed through time. Highlights include:

- the rise and collapse of the Minoan civilization on Crete and the Mycenaean civilization on mainland Greece during the Bronze Age;
- the “renaissance” of Greek civilization in the Geometric and Archaic periods;
- the rise of Athens and Sparta in the 5th century BCE;
- the wars with Persia and the spread of Greek culture eastward during the conquests of Alexander the Great; and
- the influence of Greek culture on their Roman conquerors

We'll also consider the Greek legacy in the modern world, as well as issues and controversies surrounding the recovery, curation, ownership and interpretation of particular artifacts, buildings and sites.

This material will be presented in the form of illustrated lectures by the instructor and occasional guest lecturers, group discussions on particular issues, assigned readings in the text books and from other sources, a museum visit to examine real objects from the cultures we're studying, and through a student research project.

Course Aim: The aim of the course is two-fold; first, to familiarize you with the material culture and society of the Greeks from Neolithic through Hellenistic periods, and secondly, to introduce you to the methods and challenges of archaeological inquiry and interpretation in the context of the Greek world.

Evaluation Scheme:

Research Project	30%
Mid-term Test	20%
Discussion Participation	15%
Discussion Section Written Assignments (5)	5%
Final Examination	<u>30%</u>
	100%

Group Discussions: There will be five group discussions, held on Fridays, during which we'll divide the class into two smaller groups. These discussions are intended to provide students with the opportunity to discuss current issues or controversies in Greek archaeology that are not fully explored (or only briefly mentioned) in the textbook or lecture materials. In some cases the assigned readings present ideas and information that conflict with those expressed in the textbook or lectures (or with each other). As well, these readings will expose students to semi-popular and academic writing styles and approaches in archaeology. Through group discussion and the completion of short written assignments, students will build skills in looking critically at a writers' thesis or arguments and learn how to extract pertinent information and ideas from an article and convey them to the rest of the class in a more informal environment. Finally, the discussion readings will also provide some students with ideas and leads on potential sources and avenues of research for their projects. While each article could be discussed in greater depth, for the purposes of our discussions we are more concerned with trying to understand the major theses/themes and then apply them within the broader context of the course (and life in general). **Given that performance in seminar is worth 20% of the final grade (15% for participation + 5% for written assignments), active and thoughtful participation is essential to success in the course. Attendance will be taken and student participation will be assessed for each meeting—just showing up won't get you more than 3 out of 10; you need to come to the discussion having read the assigned readings and prepared to discuss! You should bring a copy (electronic or otherwise) of the reading(s) to the meeting so that you can refer to them.**

Over the course of the term, you will have to submit **five one-page written assignments** based on the discussion readings (these are indicated in the course syllabus below). For each assigned article, do the following:

1. Provide a full bibliographic citation for the article (including author, year, journal volume, article/chapter title, book title, editor(s), publisher + city, page numbers, as applicable).
2. Write a short précis of the article (1 paragraph; 4-5 sentences maximum), emphasizing the main points argued and the evidence used to support those arguments.
3. Choose a 1-3 sentence quotation from the article that you think best sums up the central point of the article or addresses a significant or stimulating idea/concept. The quotation should not come from the introductory précis/summary or abstract (if the article has one).

Indicate the page(s) from where the quotation is found. Briefly state (in 1-2 sentences) why you chose that particular quotation.

Written assignments must be typed and submitted to the instructor/TA by the end of your group discussion meeting.

Course Wiki: We will make use of a course wiki administered through the Joukowsky Institute's website to post course materials and readings: <http://proteus.brown.edu/greekpast2010/12474>. PowerPoint slides used in lecture, as well as the course syllabus, assignments, and some readings will be uploaded to the site on a regular basis. The professor and TA may also use the site to post announcements, so it should be checked regularly. Note that although the slides will be available on the website, they are **not** a substitute for attending the lectures. Most of the materials posted will be in the form of pdf files. You will need Adobe *Acrobat* or a similar program to read these files. *Acrobat Reader* is available as a free download at www.adobe.com.

Readings: Most of the lecture readings are from the required text book (available at the Brown Bookstore):

Biers, William R. *The Archaeology of Greece: an Introduction*, 2nd ed. Cornell University Press, 1996. ISBN: 0801482801

Other assigned readings will be available electronically through the Brown Library or on the course wiki as downloadable pdf files.

Statement on Academic Integrity: Each student in this course is expected to abide by the Brown University Academic Code (see http://brown.edu/Administration/Dean_of_the_College/curriculum/documents/principles.pdf for details). Any work submitted by a student in this course for academic credit (including tests, papers and exams) must be the student's own work. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. The use of a computer in no way modifies the standards for academic integrity expected under the University's Code.

COURSE SYLLABUS AND READING ASSIGNMENTS: (*Note this is preliminary and subject to change*)

WEEK I

W Sept. 1: Course Introduction; The Geography of Greece

F Sept. 3: Archaeology: Myth and Reality

Readings: Biers Chapter I; Snodgrass, A. 2007. What is Classical Archaeology?: Greek Archaeology. In R. Osborne and S. Alcock (eds.). *Classical Archaeology*. Malden, MA: Blackwell. Pp. 13-39.

WEEK 2

M Sept. 6: **Labor Day Holiday—no class**

W Sept. 8: Archaeology: approaches to Greek material culture
(discussions based on artifacts from the Joukowsky Institute collections)

F Sept. 10: Archaeology in the Athenian Agora

Readings: Camp, J. 2003. *The Athenian Agora: A Short Guide*; Lang, M. 2004. *The Athenian Citizen: Democracy in the Athenian Agora*; Rotroff, S. and R. Lamberton. 2005. *Women in the Athenian Agora*.

WEEK 3

M Sept. 13: From Hunter to Farmer: the Neolithic

Reading: Talalay, L. Archaeological Ms.conceptions: Contemplating Gender and Power in the Greek Neolithic. In M. Donald and L. Hurcombe (eds.), *Representations of Gender from Prehistory to the Present*. New York: St. Martin's Press. Pp. 3-16.

W Sept. 15: From Hunter to Farmer: the Neolithic (con'd.); More than just Figurines and "Frying Pans"—The Early Cycladic Period

F Sept. 17: Group Discussion #1—Early Cycladic Figurines in the Past and Present

- Chippindale, C. and D. Gill. 1995. Cycladic figures: art versus archaeology? In *Antiquities Trade or Betrayed: Legal, Ethical and Conservation Issues*. K.W. Tubb (ed.). Pp. 131-142.
 - Hoffman, G.I. 2002. Painted ladies: EC II mourning figures? *American Journal of Archaeology* 106: 525-550. ****submit a written assignment for this reading****
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WEEK 4

M Sept. 20: The Early Cycladic Period (con'd.); Feasting: the Power of Food & Drink
Reading: Van der Veen, M. 2003. When is food a luxury? *World Archaeology* 34(3): 405-427.

W Sept. 22: Feasting: the Power of Food & Drink (con'd.); Ways of Looking at Ancient Architecture

Readings: Letesson, Q. and K. Vansteenhuyse. 2006. Toward an archaeology of perception: 'Looking' at Minoan palaces. *Journal of Mediterranean Archaeology* 19.1: 91-119.

F Sept. 24: The Beginnings of Minoan Civilization—Prepalatial and Protopalatial Crete; The "Golden Age" of Minoan Civilization—Neopalatial Crete

Reading: Manning, S.W. 2008. Formation of the palaces. In *The Cambridge Companion to the Aegean Bronze Age*. Pp. 105-120.

WEEK 5

M Sept. 27: Neopalatial Crete (con'd.)

Reading: Biers Chapter 2

W Sept. 29: Mainland Greece before the Palaces: the Early Bronze Age;

The “Heroic Age”—Mycenaean Civilization

Reading: Pullen, D. 2008. The Early Bronze Age in Greece. In C. Shelmerdine (ed.), *The Cambridge Companion to the Aegean Bronze Age*. Cambridge: Cambridge University Press. Pp. 19-46.

F Oct. 1: Group Discussion #2—Re-thinking Bronze Age Palaces

- Hitchcock, L. and P. Koudounaris. 2002. Virtual discourse: Arthur Evans and the reconstructions of the Minoan Palace at Knossos. In *Labyrinth Revisited: Re-thinking ‘Minoan’ Archaeology*. Y. Hamilakis (ed.). Oxbow Books, Oxford. Pp. 40-58. ****submit a written assignment for this reading****
- Dreissen, J. 2001. ‘The king must die.’ Some observations on the use of Minoan court compounds. *Aegaeum* 23: 1-15.

WEEK 6

M Oct. 4: Mycenaean Civilization (con'd.)

Reading: Biers, Chapter 3

W Oct. 6: The Trojan War and Late Bronze Age Interconnections

Reading: Cline, E.H. 1995. Tinker, tailor, soldier, sailor: Minoans and Mycenaeans abroad. *Aegaeum* 12: 265-283.

F Oct. 8: The so-called “Dark Age”—Geometric Greece (c. 1100-700 BCE)

Reading: Biers Chapters 4 & 5

****must choose Research Project Topic by this date****

WEEK 7

M Oct. 11: **Fall Weekend Holiday—no class**

W Oct. 13: Gods and Heroes—Greek Religion

Readings: Harris, S.L. and G. Platzner. 2001. Introduction to Greek Myth. Excerpt from *Classical Mythology: Images and Insights* (3rd ed.). Pp. 3-22.

F Oct. 15: Group Discussion #3: Homeric Epic—Iron Age Stories about Bronze Age Heroes

- Homer, *The Iliad* Book 1
- Homer, *The Odyssey* Book 22
- Sherratt, E.S. 1990. ‘Reading the texts:’ archaeology and the Homeric question. *Antiquity* 64: 807-824. ****submit a written assignment for this reading****

WEEK 8

M Oct. 18: Influences from the East—The Orientalizing Period (c. 700-600 BCE)

Reading: Biers Chapter 6

W Oct. 20: Archaic Greek Society (c. 600-480 BCE)

Reading: Murray, O. 2009. The culture of the *Symposion*. In *A Companion to Archaic Greece*. Blackwell. Pp. 508-23.

F Oct. 22: Archaic Art and Architecture: a Cultural Revolution

Reading: Biers Chapter 7

WEEK 9

M Oct. 25: **Midterm Test (covers to end of Archaic Period)**

W Oct. 27: Archaic Greece (con'd.); The Rise of Athens and Sparta and the Wars with Persia

Reading: Herodotus. *The Histories*, Book VII, Chapters 201-228 (“The Battle at Thermopylae”).

F Oct. 29: Athenian Glory—the Periklean Building Program and the Akropolis

Readings: Hurwit, J. 1999. The Parthenon Frieze, Nike, and thematic unity on the Classical Acropolis (Chapter 9) and Plutarch on the Periklean Building Program (Appendix B) in *The Athenian Acropolis: History, Mythology, and Archaeology from the Neolithic Era to the Present*. Cambridge: Cambridge University Press. Pp. 222-34 and 310-12; Thucydides. *The Peloponnesian War*. Book 2, Chapters 34-46 (“Perikles’ Funeral Oration”)

WEEK 10

M Nov. 1: The Classical Period—Architecture and Planning Beyond Athens

Reading: Biers Chapter 8 (pp. 196-214)

W Nov. 3: The Classical Period—Sculpture

Reading: Biers Chapter 8 (pp. 194-196 and 214-236)

F Nov. 5: Group Discussion # 4: Debate—Who Owns the Past? The Case of the Parthenon (“Elgin”) Marbles

Warren, K. 1999. A philosophical perspective on the ethics and resolution of cultural properties issues. In P.M. Messenger (ed.), *The Ethics of Collecting Cultural Property: Whose Culture? Whose Property?* Albuquerque: University of New Mexico Press. Pp. 1-25.

Hamilakis, Y. 1999. Stories from Exile: Fragments from the Cultural Biography of the Parthenon (or 'Elgin') Marbles. *World Archaeology* 31: 303-320. ****submit a written assignment for this reading****

General Background: http://www.bbc.co.uk/history/ancient/greeks/parthenon_debate_01.shtml and

<http://www.independent.co.uk/travel/europe/elgin-marbles-question-renewed-as-athens-museum-opens-1689481.html>

British Museum's Perspective:

http://www.britishmuseum.org/the_museum/news_and_press_releases/statements/the_parthenon_sculptures.aspx and

http://www.britishmuseum.org/the_museum/news_and_press_releases/statements/the_parthenon_sculptures/parthenon_-_trustees_statement.aspx

Greek Government position: <http://www.greece.org/parthenon/marbles/greece.htm>

A group supporting return of the sculptures: <http://www.parthenonuk.com/>

WEEK 11

M Nov. 8: The Classical Period—Painting and Numismatics

Reading: Biers Chapter 8 (pp. 236-246); Beard, M. 1991. Adopting an approach II. In T. Rasmussen and N. Spivey, eds., *Looking at Greek Vases*. Cambridge: Cambridge University Press. Pp. 12-35.

W Nov. 10: Peloponnesian War and Its Aftermath; The Rise of Macedon—Philip and Alexander the Great

Reading: Biers Chapter 9

F Nov. 12: Group Discussion #5: The (In)visibility of the Ancient Greek Woman

Lewis, S. 2002. Excerpts from *The Athenian Woman: An Iconographic Handbook*. New York: Routledge. Pp. 1-13 and Chapter 3 “Working Women” (pp. 91-129). ****submit a written assignment for Chapter 3 of this reading****

Stieber, M. 2004. Chapter 5 “Phrasikleia” in *The Poetics of Appearance in the Attic Kore*. Pp. 141-178.

WEEK 12

M Nov. 15: Hellenistic Art and Architecture

Reading: Bosworth, A.B. 2006. Alexander and the creation of the Hellenistic Age. In G.R. Bugh (ed.), *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press. Pp. 9-27.

W Nov. 17: House and Household in Classical Greece (guest lecture by Katherine Harrington)

Reading: Ault, B. and L. Nevett. 1999. Digging houses: Archaeologies of Classical and Hellenistic Greek domestic assemblages. In P. Allison (ed.), *The Archaeology of Household Activities*. London and New York: Routledge. Pp. 43-56.

F Nov. 19: Visit to the new Greek and Roman Gallery of the RISD Museum (Rhode Island School of Design)

WEEK 13

M Nov. 22: Hellenistic Art and Architecture (con'd.??)

Reading: Biers Chapter 10

****Research Paper due in class****

W/F Nov. 24/26: **Thanksgiving Recess—no classes**

WEEK 14

M Nov. 29: Hellenistic Art and Architecture (con'd.); The Greeks under the Romans

Reading: Alcock, S. 1993. The Problem of Roman Greece. Chapter 1 In *Graecia Capta: The Landscape of Roman Greece*. Pp. 1-32.

W Dec. 1: The Greek Past in the Present

Reading: Richard, C.H. 1994. Symbolism. Chapter 2 of *The Founders and the Classics: Greece, Rome, and the American Enlightenment*. Cambridge: Harvard University Press. Pp. 39-52.

F Dec. 3: Finish course/Review??

****Final Exam: Dec. 14, 2pm****