What is this course about?: The Greeks and Romans left an artistic legacy that shaped Western art in profound ways. Artistic innovations of the period include the portrait, the nude, and the Baroque style. Architectural innovations include the theater, the stadium, and the bath. In this course we explore the classical art and architecture of Greece and Rome with an emphasis on understanding the art within its social and cultural context. We pay particular attention to major technical and aesthetic innovations of both sculptors and architects. The course begins with the Geometric period, the time of Homer and the birth of the Greek city, and ends with Roman art produced for Constantine, the first Christian emperor. The enormous geographical range and long time-span covered in this class offer a unique opportunity for investigating the relation between works of art and the varied cultural, historical, and political contexts in which they were produced. While the assigned readings follow a broadly chronological framework, the lectures will be more thematically based and will focus on in-depth case studies of representative objects or monuments.


Grade will be based on: regularly scheduled in-class quizzes are worth 40%; the map exercises are worth 5% total; the two short 3-page papers are worth 10% each; the 6-page research paper is worth 25%; class attendance, preparedness, and participation are worth 10%. There is no final exam. No more than three absences are allowed. Beyond that, half a letter grade is deducted from your participation grade for each additional absence.

Course Goals:
By the end of the course you should:
● know basics of the topography and chronology of the ancient Mediterranean;
● have developed spatial and visual skills for the analysis of art and architecture;
● be able to apply your knowledge and skills of visual analysis to describe and evaluate objects that we have not discussed in class, and be able to express your ideas about them in a coherent and thoughtful way;
● understand basic aspects of the historical interpretation of ancient material culture and the relationship of this art and architecture with Greek and Roman social and political culture.

NB: Completing the assigned readings before the relevant lecture, faithful attendance to all lectures, and class participation are all crucial to your success in this course. Additional assigned readings will form the basis for class discussion.
Course Outline – topics and assigned readings

August 28: Introduction to the course; performative expectations and assignments

August 30-Sept 4: Geometric Greece
Reading: Neer Introduction and ch. 3

September 4: Beginning of class: Map quiz #1, Neer Map 3, p. 67.

September 6: The “Orientalizing” Period
Reading: Neer ch. 4

September 6: Beginning of class: Quiz #2, Geometric and Orientalizing monuments on handout

September 11: Visit to the Nasher Museum: meet in the permanent collection galleries, in the exhibit “Containing Antiquity”

September 13-18: Archaic Greek Architecture
Reading: Neer ch. 5

September 18: Beginning of class: Quiz #3, Archaic Greek architecture handout

September 20-25: Early Archaic Greek Sculpture
Reading: Neer ch. 6
In-class mapping exercise: Use Google maps to determine how long it would take an Athenian to reach Olympia (Archea Olimpia, Ilia) on foot. How long would it take a Spartan? How long would it take for an Athenian to reach Delphi? How long would it take a Spartan? Email links to your map to Elizabeth at elizabeth.baltes@duke.edu.

September 25: Beginning of class: Object Analysis paper due

September 27: Case Study: Olympia & Delphi
Reading: Neer ch. 7
October 2-4:  
*Late Archaic and Early Classical Greek Art*

**Reading:** Neer ch. 8 and 9

**In-class mapping exercise:** overlay plan of ancient city onto Google Earth view of the modern city of Athens.

**October 4:**  
*Beginning of class: Quiz #4, late Archaic and early Classical handout*

October 9-11:  
*Case Study: The Athenian Acropolis*

**Reading:** Neer ch. 11


**FALL BREAK**  
No Class Tuesday October 16th

**October 18:**  
*Beginning of class: Quiz #5, Acropolis Handout*

October 18:  
*High & Late Classical Architecture, Sculpture, City Planning*

**Reading:** Neer chs. 12 & 13

October 23:  
*In-class peer review and editing of second paper*

Bring final draft of your second paper to class for an in-class peer review and editing session.

**October 25:**  
*Beginning of class: Second Paper due*

October 25-30:  
*The Hellenistic World and the coming of Rome*

**Reading:** Neer ch. 14; Zanker ch. 1

**October 30:**  
*Beginning of class: Quiz #6, Hellenistic and Republican Roman handout*

November 1:  
*Representations of Power & Prestige in late Republican Rome*

**Reading:** Zanker ch. 2

November 6:  
*Case Study: Delos*

**Reading:** *Encyclopedia of Ancient Greece*: Delos, p. 209-10 (available on Google Books)

**November 6:**  
*Beginning of class: map quiz #7, Neer Map 14, p. 349*
November 8-13: *The Art of the Roman emperors: Images of Power*
Reading: Zanker ch. 3
*In-class mapping exercise*: overlay plans of ancient city of Rome onto modern city by period – Republican, High Imperial, late Antiquity

**November 13:** *Beginning of class: Quiz #8, art of Roman emperors handout*

November 15: *Art and the Roman house*
Reading: Zanker ch. 4

THANKSGIVING BREAK

November 27: *Art & Death: The Roman tomb*
Reading: Zanker ch. 5

November 29: *Rome & her Empire: Art in the Provinces*
Reading: Zanker ch. 6

**November 29:** *Beginning of class: Quiz #9, Art & Death, Art in the Provinces handout*

December 4: *Case Study: Aphrodisias*

December 6: *Looking towards late Antiquity*
Reading: Zanker ch. 7

**Quiz schedule:**
September 4: Map quiz #1, Neer Map 3, p. 67.
September 6: Quiz #2, Geometric and Orientalizing monuments on handout
September 18: Quiz #3, Archaic Greek architecture handout
October 4: Quiz #4, late Archaic and early Classical handout
October 18: Quiz # 5, Acropolis Handout
October 30: Quiz #6, Hellenistic and Republican Roman handout
November 6: Map quiz #7, Neer Map 14, p. 349
November 13: Quiz #8, art of Roman emperors handout
November 29: Quiz #9, Art & Death and Art in the Provinces handout

**Final Mini-research paper due Wednesday December 12th at 5:00 pm.**
Papers

1: 3-page object-based descriptive paper. Choose an object in a local museum collection (Nasher, Ackland, NCMA) from the Greek or Roman period. Write a careful and detailed description of the object that aims to give the reader a visual image of it (this is sometimes called *ekphrasis*, a well-known literary exercise in antiquity – see handout on “Thick Description” posted on Sakai). Imagine a context or use for the object based on the lectures and/or course readings. Describe that context clearly and evocatively – use your imagination, but ground it in historical fact. Each paper must include an image of the object. **The paper is due on Tuesday September 25th.**

2: 3-page summary and critical analysis of a scholarly article. This paper should summarize one of the additional assigned readings (Stewart, Barringer, or Hurwit). Your summary should discuss the main aims of the author and the evidence that he or she uses to support their argument. What is the writer's thesis? What evidence does the author use? Does the author take issue with other writers? On what points does this author agree or disagree with earlier scholars? The paper must be in your own words – you are allowed only one direct quote. **The paper is due on Thursday October 25th.**

3: 6-page mini research paper on the subject of your choice. This paper can be a further development of the object paper, a further exploration of the topics explored in the scholarly article, or a topic of your choice derived either from the readings in the textbooks or from the course lectures. Please have this topic approved by either me or Elizabeth. This paper is due in hard copy to me at the time of the final exam: **Wednesday December 12th at 5:00 pm.**

The papers will be graded according to the following criteria:
*Mechanics:* spelling, grammar, punctuation, correct format (see below);
*Organization:* structure, cogency, clarity;
*Analysis* (papers 2 and 3): careful summary and analysis of both the visual and historical information, level of sophistication that avoids generalization and vagueness. You have your facts – historical, political, material – right;
*Argument* (paper 3): do you make a thoughtful, sophisticated argument? How effectively do you support your argument with evidence?

The paper should be formatted as follows:
- Double-spaced, 12 pt. font, one-inch margins on all sides
- Titled, pages numbered, stapled in the upper left corner
- No cover sheets, plastic binders, folders, or unusual fonts
- Your name, course name or number, my name, and the date should appear single-spaced in an upper corner of the first page only.
- The paper should be free from mechanical and grammatical errors.
- For the final paper please include a bibliography.
- Put references to your illustrations at the appropriate place in your text.
The Duke Community Standard

Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

The Pledge
Students affirm their commitment to uphold the values of the Duke University community by signing a pledge that states:
1. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do.
2. I will conduct myself responsibly and honorably in all my activities as a Duke student.

The Reaffirmation
Upon completion of each academic assignment, students will be expected to reaffirm the above commitment by signing this statement: I have adhered to the Duke Community Standard in completing this assignment. [Student Signature]

Students’ Obligation to Report Potential Cases of Academic Dishonesty
Under the Duke Community Standard, students affirm their commitment not to lie, cheat, or steal in academic endeavors, nor accept the actions of those who do. Thus, a student who has direct knowledge of a potential case of academic dishonesty is required to:
- Provide a signed written statement of the observed behavior to the appropriate faculty member and/or to the Dean of Students Office within one week of the alleged occurrence; and
- Provide the name or identity of the person(s) alleged to have committed the violation(s).

The observing student is encouraged first to confront the person(s) alleged to have committed the violation(s) for at least two reasons: 1) to correct any misassumption about alleged act(s), and 2) to let the accused student(s) know that the situation is being reported so that accused student(s) might choose to self-report as well. (Accepting responsibility to the faculty member and/or the Dean of Students Office prior to the reporting of an alleged offense will be considered as a positive factor in the determination of an appropriate sanction.)

Students who knowingly do not fulfill this obligation are themselves subject to sanctions.