

ARH 208/CLST 248: The Art and Archaeology of Ancient Athens

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NB: this syllabus is from fall of 2011; subject to change

Course Synopsis:

Athens was one of the great cities of antiquity, and the place in which democracy, philosophy, and the theater were born. From lavishly decorated marble temples and statues on the Acropolis and public office buildings and inscriptions in the Agora or civic center to the houses of the living and the monuments to the dead, the city has left an exceptionally rich record of her material culture. These buildings and objects, together with an unusually large number of literary and historical texts, make it possible to paint a vivid picture of life in this ancient city. This course concentrates on the physical setting and monuments of Athens from the Archaic to the Roman periods, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. We will examine the physical remains of the city and countryside to trace the development of one of the most important city-states in the Greek world and to understand Athens' impact on western art and civilization. We will focus mainly on the Classical period, when Athens was both a democracy and an empire, and look in detail at the art and architecture that was produced during this fruitful and famous period.

Texts: J. Camp, *The Archaeology of Athens* (Yale, 2001); H.R. Goette, *Athens, Attica and the Megarid: An Archaeological Guide* (Routledge, 2001); R. Osborne, *Classical Greece: 500-323 BC* (Oxford, 2000); P. Matyszak, *Ancient Athens on 5 Drachmas a Day* (Thames & Hudson, 2008); and additional assigned readings posted on Blackboard under Assignments.

Grade will be based on: two in-class exams (20% each), 1 take-home final exam (20%), site reports and any assignments throughout the semester (15%), 1 paper or project summarizing the history and evidence for your site (20%), and class attendance and active participation (5%).

Course Outline

August 29: Intro to the course, performative expectations, helpful hints.

August 31-Sept. 5: *Topography of Athens, ancient and modern*

Reading: J. Camp, *Archaeology of Athens*, chapter 1, pages 3-10; site summaries, pp. 247-327; H.R. Goette, *Athens, Attica and the Megarid*, Appendices 1-4, pp. 353-59; P. Matyszak, *Ancient Athens on 5 Drachmas a Day*, chs. I-III, pp. 6-47.

Assignment: Map project, due Sept. 5th – locate as many ancient sites as you can on the map provided; mark out the route from Delphi to Athens sketched out in Matyszak.

Sept. 7: *Chronology and history – an overview*

Reading: Goette, pp. 1-5; R. Osborne, *Classical Greece*, ch. 1, pp. 1-22.

Assignment: chronological chart or timeline

Sept. 12-14: *Greek material culture – sculpture and pottery*

Meet at the Nasher, Wednesday Sept. 14th in the permanent collection gallery.

Reading: *Marbleworkers in the Athenian Agora; Bronzeworkers in the Athenian Agora*.

Sept. 19-21: *Greek material culture - architecture*

Meet at the Nasher, Wednesday Sept. 21st for a visit to study storage.

Reading: *Ancient Athenian Building Materials and Techniques*; Goette, Appendix 5, pp. 359-63.

Sept. 26: Exam prep and review

Wednesday, September 28th: First Exam

Oct. 3: *Athens from the Prehistoric period to the 8th and 7th centuries*

Reading: Camp, *Archaeology*, chapters 2-3, pages 11-26.

Oct. 5: *Athens in the 6th century – the Archaic period*

Reading: Camp, *Archaeology*, chapter 3, pages 26-47; J. Hurwit, "The Human Figure in Early Greek Sculpture and Vase Painting," in *The Cambridge Companion to Archaic Greece* (2007) chapter 10, pages 265-286.

FALL BREAK

Oct. 12-17: *The transition from Archaic to Classical – the expulsion of the tyrants, the invention of democracy in Athens, and the Persian Wars*

Reading: Camp, *Archaeology*, chapter 3, pages 47-58; Osborne, *Classical Greece*, ch. 3, pp. 52-80 (by Thomas) and ch. 4, pp. 81-110 (by van Wees).

Oct. 19-24: *Classical Athens part 1 – intro to the physical evidence*

Reading: Camp, *Archaeology*, chapter 4, pages 59-117; K. Lapatin, "Art and Architecture," in *The Cambridge Companion to the Age of Perikles* (2007) 125-152; Osborne, *Classical Greece*, ch. 7, pp. 170-96 (by Kallet).

Oct. 26-31: *Classical Athens part 2 – the Acropolis and the Periklean Building Program*

Reading: J. Barringer, "The Athenian Akropolis, Female Power, and State Religion," in *Art, Myth, and Ritual in Classical Greece* (2008) chapter 2, pages 59-108.

Nov. 2-7: *Classical Athens part 3 – Aspects of Athenian Society: City, Household, and Individual*

Reading: Perikles' Funeral Oration; Osborne, *Classical Greece*, ch. 6, pp. 139-69 (by Davidson); read the rest of Matyszak, chs. IV-IX, pp. 48-124.

Nov. 9: Exam review

Nov. 14: Second in-class exam

Nov. 16-21: *The Peloponnesian War and the end of Empire*

Reading: Camp, *Archaeology*, chapter 4, pages 117-137; J.E. Lendon, "Athens and Sparta and the Coming of the Peloponnesian War," in *The Cambridge Companion to the Age of Pericles* (2007) 258-281.

Thanksgiving break

Nov. 28-30: *The Theater, the Agora, and the Kerameikos Cemetery*

Reading: Camp, *Archaeology*, chapter four, pages 137-160; J. Henderson, "Drama and Democracy," in *The Cambridge Companion to the Age of Pericles* (2007) 179-195; Osborne, *Classical Greece*, ch. 8, pp. 197-222.

Dec. 5-7: *Athens in the Hellenistic and Roman Periods*

Reading: Camp, *Archaeology*, chapter 5, pages 161-182; chapter 6, pages 183-238, and Epilogue, pages 239-244.

December 5: the final paper on the history and evidence for your site is due at the beginning of class.

FINAL: The final take-home exam must be sent to me via email no later than Sunday December 18th at 5:00 pm.

Assessment

Class attendance and participation are crucial to success in this class. You must come to class fully prepared – this means that you will have done all the readings assigned for the week by class on Monday and be ready to discuss them and to ask questions about them. Typically the class lectures/discussions will not be a review of all of the material covered in the readings; rather we will focus on key issues or themes brought up in the readings and discuss them in more detail. You will, however, be responsible on the exams for any material covered in the readings.

In-class and final exams – worth 20% each....

The in-class exams will have the following format:

- 1) Factual information, such as identifying the significance of a particular date or providing a definition for a particular term.

- 2) Slide identifications and short answers: you will be shown a slide, drawn from the objects/monuments listed on the weekly handouts and discussed in class. You will be asked to identify the object/monument in the slide and then respond to a specific question. The powerpoint presentations shown in class will be posted on the course website.
- 3) Essay questions: your answer should integrate information from both the lectures and the readings and illustrate your answer with specific objects or monuments discussed in class.

The final exam will be a take-home exam that is open book but not collaborative.

Site/Monument Reports: each of you will choose a site or category of monument from the following list. You will research the site starting with Goette's archaeological guide, and additional bibliography from me. Starting in October, you will give a brief oral summary of the evidence available for your site or monument for the particular chronological period that we are focusing on in class that week. You will then summarize the history of your site either in a short paper or digitally-based project that is due on December 5th.

Topics:

- 1) Rhamnous
- 2) Brauron
- 3) Sounion
- 4) Thorikos
- 5) Piraeus
- 6) Marathon
- 7) Eleusis
- 8) Attic border forts
- 9) Oropos/Amphiareion
- 10) Farmsteads in the Attic countryside
- 11) Deme sites
- 12) South slope of the Acropolis
- 13) Marble quarries
- 14) Aegina
- 15) Walls – Themistoklean and Long Walls
- 16) Silver mines at Laurion

Please choose your site by September 19th – weekly short reports (5 minutes or less) will begin the week of October 3rd.

NB: If any of you are interested in exploring the option of a digitally-based presentation for the history of your site, I will go into more detail in class.

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]

Grading scale for course:

98-100	A+
94-97	A
91-93	A-
88-90	B+
84-87	B
81-83	B-
78-80	C+
74-77	C
71-73	C-
68-70	D+
64-67	D
61-63	D-
60 and below	F