

CLAS 145B. Topics in Greek and Roman Art and Archaeology
Pan-Hellenic Sanctuaries and the City-State in Ancient Greece: from the Classical to the Hellenistic Period

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PROVISO I: DISABILITIES. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

PROVISO II: ACADEMIC HONESTY. You are expected to be honest in all of your academic work. Brandeis University policy on academic honesty is contained in your Student Handbook in section 5 under “Rights and Responsibilities”. Instances of cheating, plagiarism, or other alleged dishonesty will be reported to the Office of Campus Life for possible referral to the Student Judicial System. The adjudication process is also outlined in your Handbook. Potential consequences of academic dishonesty include (in addition to an “E” on the assignment) failure in the course, disciplinary probation, and suspension from the University. A record of any offense will remain in a student’s disciplinary file in the Office of Student Affairs throughout his or her career at Brandeis. If you have any questions about my expectations, please see me immediately.



The Ancient Greek *polis* (often translated into English as ‘city-state’) and its political institutions are seminal not only to Western political thought but also to Western life writ large. From today’s armies to Olympic games, from the concepts of political asylum to the architectural columns we pass each day, our quotidian lives are irrevocably connected to the emergence of the *polis* and the Pan-Hellenic sanctuaries of Ancient Greece. The present course aims to explore the foundations and the transformations of these institutions from the Early Classical through the Hellenistic Period.

We shall approach our subject synoptically—that is, through an analysis of art, archaeology, and Greek literature (in translation). In the process, we shall aim to understand the pervasive rôles which the Greek *polis* and its sanctuaries played not only by reading modern textbooks but also by engaging experientially with the surprisingly abundant ancient evidence before us. Such questions as the following will be germane: What socio-historical events gave rise to the *polis* in the first place? Who participated in civic leadership? How did women participate in the Ancient Greek public and private spheres? More elementally—How did people in Ancient Greece make a living? What did they buy and sell? How did they build their buildings? *Why* did they build the buildings that they did? What cultural, economic, political, and religious considerations might have given rise to the institution of urban sanctuaries? And from a literary perspective—How are such sanctuaries represented in our historiographers (esp. Herodotus, Pausanias, Thucydides) and in our tragedians (viz. Aeschylus, Euripides, Sophocles)? Further questions still are brought to the mind by, for instance, current geo-political events and indeed by recent motion pictures—Why and how did people in Ancient Greece fight? With what technology did men (and women) in Ancient Greece manage to travel across what a glance at a modern map will show are astounding distances? What compelled such travel? The aforementioned are only several of the questions which our study will raise; doubtless students will form many of their own questions.

Answers to our questions will leave room as it were to explore. Some of our answers will be (relatively) concrete and demonstrated through three tests and a final exam covering assigned readings, visual evidence, and lectures. Other answers will be creative, and presented through a mid-semester artistic presentation and through an end-of-semester literary composition in which you will play the (admittedly anachronistic) rôle of an ancient historiographer (writing of course in English but roughly in the style of one of our historiographers). I shall provide you with thorough details concerning the aforementioned assignments in class; both assignments will be designed on the basis of one-on-one conferences between students and myself. Evaluation is as follows.



EVALUATION

I. Participation	10%
II. Three tests	40%
III. End-of-semester literary composition	20%
IV. Final examination	30%

Note on “Participation”: To my mind, neither shyness nor loquaciousness necessarily reflects one’s ability to think about Greek art and archaeology. Item (I) above, therefore, is based on certain expectations which you are required to meet and which you are welcome to exceed. All assigned passages on the schedule below are expected to have been read before class—not after class nor, arguably worse still, during class. Our aim is not merely to memorise dates and names, etc., but to discuss our varieties of evidence with good cheer and from a range of perspectives and backgrounds.

Attendance, however, is mandatory: more than three absences without an acceptable reason or document will reduce your grade by one-third of a letter-grade: that is, an A will become an A-; a B+ into a B; and so on, and so forth. Be there, be honest if you are not there, be attentive, and your “participation” grade will be in good stead. I shall be readily available in both fixed office hours and informal office hours: you can always reach me via email or telephone to make an appointment or to discuss matters of concern, of interest, of digression, etc.



REQUIRED BOOKS

Available at the Campus Bookstore

- Boardman, J. 1985. *Greek Sculpture: The Classical Period: A Handbook*. London
Camp, J. M. 1998. *The Athenian Agora: Excavations in the Heart of Classical Athens*. New York
Pollitt, J. J. 1988. *Art and Experience in Classical Greece*. Cambridge.

RECOMMENDED BOOKS

Available at the Campus Bookstore

- Boardman, J. 1989. *Athenian Red Figure Vases: The Classical Period*. London.
_____. 1995. *Greek Sculpture: The Late Classical Period: A Handbook*. London.
Hurwit, J. M. 2000. *The Athenian Acropolis: History, Mythology, and Archaeology from the Neolithic Era to the Present*. Cambridge.

N.B.: all readings followed by an asterisk (*) are in facsimile form in your COURSE READER and/or on “Latte”.



SCHEDULE

Please note that readings and/or handouts in addition to those detailed below will be assigned throughout the semester as topical.

TUESDAY JAN. 15	AN INTRODUCTION TO THE ANCIENT GREEK CITY-STATE Defining the <i>polis</i> in the Classical period A selection of slides with an emphasis on the Acropolis and the Agora <i>Required reading</i> Camp 1992, pp. 1-18 Hurwit, pp. 1-15* Pollitt, pp. 1-20
FRIDAY JAN. 18	ATHENS IN THE EARLY CLASSICAL PERIOD The Persian destruction of Athens Archaeological evidence from the Agora Deposits Athenian building policy from <i>circa</i> 550 BCE through 400 BCE

Required reading

Hurwit, pp. 100-135*

Shear 1993. "The Persian Destruction of Athens: Evidence from the Agora Deposits",
Hesperia 62: pp. 383-482.*

TUESDAY JAN. 22

SCULPTURE IN THE EARLY CLASSICAL PERIOD

A selection of slides with an emphasis on free-standing sculpture

Required reading

Hurwit, pp. 130-150*

Pollitt, pp. 5-60

FRIDAY JAN. 25

FIFTH-CENTURY SANCTUARY ARCHITECTURE

A selection of slides with an emphasis on Olympia and the Temple of Zeus

Required reading

Pausanias' Description of the Altis (Sacred Grove) at Olympia*

TUESDAY JAN. 29

TEST 1

You will be asked to identify, and comment briefly upon, 15 slides which we shall have already viewed in class.

FRIDAY FEB. 1

PAINTING OF THE EARLY CLASSICAL PERIOD AT ATHENS & AT DELPHI

A selection of slides with an emphasis on the work of Mikon of Athens and Polygnotos of Athens

Required reading

Pausanias 1.15, 1.17.2-6, 10.25-31*

Stansbury-O'Donnell 1989*. "Polygnotos' *Iliupersis*: a New Reconstruction", *AJA* 93: pp. 203-215.

Stansbury-O'Donnell 1990*. "Polygnotos' *Nekyia*: a Reconstruction and Analysis", *AJA* 94: pp. 213-235.

TUESDAY FEB. 5

THE CLASSICAL ATHENIAN AGORA

Athenian democracy

A selection of slides with an emphasis on political architecture

Required reading

Camp, pp. 77-122

Wilson 2000, pp. 30-31*

FRIDAY FEB. 8

THE CLASSICAL ATHENIAN AGORA: COMMERCIAL PERSPECTIVES

Commerce

A selection of slides illustrating the physical remains of the *agora*

Required reading

Camp, pp. 123-147

V. R. Grace, *Amphoras and the Ancient Wine Trade* (selected passages)*

TUESDAY FEB. 12

THE AGORA & INDUSTRY

Ancient Athenian building methods

Sculptors, shoemakers, and smiths

Required reading

Connolly and Dodge, pp. 44-47*

	Boardman, <i>GSCP</i> 10-19
FRIDAY FEB. 15	THE ARCHITECTURE & USE(S) OF THE PARTHENON Economic Perspectives: Relative Values, Minae & Temple Inventories <i>Required Reading</i> Pollitt, pp. 64-110 R. R. Holloway, <i>A View of Greek Art</i> , pp. 111-132*
TUESDAY FEB. 19	NO CLASS <i>Midterm recess</i>
FRIDAY FEB. 22	NO CLASS <i>Midterm recess</i>
TUESDAY FEB. 26	THE ARCHITECTURAL SCULPTURE OF THE PARTHENON A selection of slides <i>Required Reading</i> Boardman, <i>GSCP</i> pp. 90-110 Hurwit, pp. 168-186 & 222-234.
FRIDAY FEB. 29	REVIEW & DISCUSSION IN ANTICIPATION OF TEST 2
TUESDAY MAR 4	TEST 2 You will be asked to identify, and comment briefly upon, 15 slides which we shall have already viewed in class.
FRIDAY MAR. 7	WOMEN IN THE PUBLIC & PRIVATE SPHERES <i>Required Reading</i> Barber 1992, "The Peplos of Athena"*
TUESDAY MAR. 11	WOMEN IN THE PUBLIC & PRIVATE SPHERES II Architecture (en)gendered: material evidence A selection of slides <i>Required Reading</i> Antonaccio 2000, "Architecture and Behavior: Building Gender into Greek Houses"*
FRIDAY MAR. 14	WOMEN IN THE PUBLIC & PRIVATE SPHERES III Architecture (en)gendered: literary evidence <i>Required Reading</i> Selections from Xenophon, <i>Oekonomikos</i> * Selections from Lysias, <i>On the Murder of Eratosthenes</i> *
TUESDAY MAR. 18	WOMEN IN THE PUBLIC & PRIVATE SPHERES IV In-class group project <i>The creative (re)construction of a Greek house [not a 'real' one, though that would be splendid] based on material & literary evidence (both primary and secondary).</i>
FRIDAY MAR. 21	NO UNIVERSITY EXERCISES <i>Good Friday</i>
TUESDAY MAR. 24	THE ACROPOLIS AS AN URBAN SANCTUARY

Athenian Temples of the Fifth Century B.C.

Required Reading

Hurwitt, pp. 188-216*

Boardman *GSCP* 148-50

FRIDAY MAR. 28

THE ERECTHEION & THE TEMPLE OF ATHENE NIKE

A selection of slides

TUESDAY APR. 1

SANCTUARIES IN ATTIC TRAGEDY

Required Reading

Selections from Euripides, *Children of Heracles**

Selections from Sophocles, *Oedipus at Colonus**

FRIDAY APR. 4

TEST 3

You will be asked to identify, and comment briefly upon, 15 slides which we shall have already viewed in class.

TUESDAY APR. 8

DELPHI & COMPETITIVE DEDICATION

Required Reading

Fontenrose 1988, "The Cult of Apollo and the Games at Delphi"

Pausanias 10.9, 1 - 11, 5; 13, 4 - 16, 4*

FRIDAY APR. 11

SACRED & CIVIC ATHLETICS

Required Reading

Kyle 1992, "The Panathenaic Games: Sacred and Civic Athletics"*

TUESDAY APR. 15

CLASSICAL GREEK WARFARE

A selection of slides

Hanson 1989, *The Western Way of War: Infantry Battle in Classical Greece*, pp. 50-105

Selections from Herodotus & Thucydides

FRIDAY APR. 18

CLASSICAL GREEK WARFARE II

Nautical commerce and warfare

Required Reading

Selections from Casson 1971, *Ships and Seamanship in the Ancient World**

Selections from Herodotus & Thucydides*

TUESDAY APR. 22

NO CLASS

Passover spring break

FRIDAY APR. 25

NO CLASS

Passover spring break

TUESDAY APR. 29

FINAL CLASS

Review

Due: Final paper: a creative, historiographical composition in the manner of Herodotus or Pausanias or Thucydides, to be determined by one-on-one conferences between students and myself.