

CLAS 130/HIST 130-02: Archaeology –
Classical and Hellenistic Greece
2nd 1/2 Fall Semester 2015
M-W-F- 10:00-10:50 AM
Wallace Hall 113
Dr. Kristian Lorenzo
klorenzo@monmouthcollege.edu
Class website: www.nauarchos.emmaf.org
Office: Hewes Library, Room 11A
Phone: 309-457-2289
Office hours: M-T-W-Th 11-12pm
Or by appointment



Aphrodite, Eros, and Pan, from Delos,
ca. 100 BC. Marble. National
Archaeological Museum, Athens.

Archaeology – Classical and Hellenistic Greece

This course evaluates the visual culture and archaeological remains of the Greek lands from the beginning of the Archaic period (ca. 600 BC) to the end of the Hellenistic period (ca. 31 BC). In this course, we not only examine the visual characteristics of the architecture, painting, and sculpture of ancient Greece, but also interpret those characteristics within their historical and cultural context. We study the major religious, funerary, and social rituals of the ancient Greeks and how the archaeological remains inform us of those activities. Our emphasis will be on understanding the importance of the images we discuss for constructing cultural identities, social dynamics, and memories. This course should appeal to students of anthropology, archaeology, and classical studies, as well as history who are interested in the development of Classical Greek polis (city-state) and its associated social and cultural phenomena, such as the rise of democracy, conflicts with the Persian East, and blossoming of representational arts. While our focus is on the archaeological remains, we will also consider other evidence such as modern theories and approaches and contemporary reception and relevance.

Objectives:

Successful students in this class will:

- Engage closely with Classical and Hellenistic Greek art and architecture
- Be able to identify and discuss the significance of major ancient monuments and artifacts

- Learn how to interpret artworks in their historical and cultural contexts
- Be able to recognize different styles (Severe, Hellenistic, etc.) and discuss their significance

Required Text:

Pedley, J. G. 2011. *Greek Art and Archaeology* (5th Ed.) Pearson ISBN-13: 978-0205001330; ISBN-10: 0205001335

Additional readings can be found on: www.nauarchos.emmaf.org (NAU).

Grading and Coursework:

20%, Attendance and Participation (see Attendance Policy below)

Participation obviously requires basic attendance, but it also requires **preparation**—come to class prepared to discuss material presented in the assigned readings and new topics presented in class, and please ask questions or make comments when you have them.

20%, Quizzes: (1) Mon. Oct. 26, (2) Fri. Nov. 6, and (3) Mon. Nov. 23.

The first quiz is a map. For the other two, two images that we have discussed in class will be taken from the Lecture Pdfs. You will have five minutes to identify ONE of the images fully (name, date, artist (if known), location, and material/medium) and comment on its significance in a paragraph.

20% Creative project due on Fri. 12/4 by 10:00 am.

Artistic creation (such as a drawing, painting, film, or even a musical composition) that explores ‘style’ in Bronze Age or ancient Greek art or architecture. The only requirements for this project are that the work:

- use a **creative medium** to explore style(s) in Greek art and architecture
- must be the **creation of something new, not a replication, copy, or reconstruction** of something ancient
- is **your own creative production** (though collaboration with other students is allowed)

40%, Exams:

20%, Midterm, Fri. Nov. 13

20%, Final, Mon. Dec. 14

Check www.nauarchos.emmaf.org → **Lecture PDFs** for Pdfs of the lectures to help you study.

You will be expected to identify the slides fully (name, date, artist (if known), location, etc.) and comment on their significance in brief paragraphs. There will also be a section with identification of important terms and names.

<http://news.nationalgeographic.com/2015/05/150514-indiana-jones-archaeology-exhibit-national-geographic-museum/>

Attendance Policy:

You have **TWO** free absences. Every unexcused absence thereafter will drop your **Attendance and Participation** grade by a full letter (e.g. 3 absences = B; 4 = C, etc.).

Please do not arrive late or leave early, as this is disruptive and discourteous to your classmates.

No electronic devices are to be used during class: no laptops, phones or other devices may be used. Every device must be turned OFF and put away out of sight before each class begins and remain off until class has ended.

Class Schedule:

Week 9: It all begins (again)!

Wed. Oct. 21:

Fri. Oct. 23: **Read or review Pedley Ch. 6, (Maps)**

Week 10: Read Pedley, Ch. 7 THE PERIOD OF TRANSITION C. 480-450 BC (p. 206-247)

Mon. Oct. 26: Quiz 1: Map

Wed. Oct. 28:

Fri. Oct. 30:

Week 11: Read Pedley, Ch. 8, THE HIGH CLASSICAL PERIOD C. 450-400 BC (p. 248-287)

Mon. Nov. 2:

Wed. Nov. 4:

Fri. Nov. 6: Quiz 2: Image Identification

Week 4: Finish Pedley, Ch. 8 THE HIGH CLASSICAL PERIOD C. 450-400 BC

Mon. Nov. 9:

Wed. Nov. 11: Review

Fri. Nov. 13: Midterm

Week 5: Read Pedley, Ch. 9, THE FOURTH CENTURY C. 400-300 BC (p. 288-337)

Mon. Nov. 16:

Wed. Nov. 18:

Fri. Nov. 20:

Week 6: Finish Pedley, Ch. 9, THE FOURTH CENTURY C. 400-300 BC

Mon. Nov. 23: Quiz 3: Image Identification

Wed. Nov. 25: Thanksgiving Break

Fri. Nov. 27: Thanksgiving Break

Week 7: Read Pedley, Ch. 10, THE HELLENISTIC PERIOD C. 323-31 BC (p. 338-387)

Mon. Nov. 30:

Wed. Dec. 2:

Fri. Dec. 4:

Week 8: Finish Pedley, Ch. 10 THE HELLENISTIC PERIOD C. 323-31 BC

Mon. Dec. 7

Wed. Dec. 9: Review

Mon. Dec. 14 @ 6:30 Final exam

Extra Credit Opportunities:

Students may earn extra credit by attending an Archaeological Institute of America (AIA) lecture and submitting a 1-2-page response paper commenting on how it related or compared to what we have studied. However, if no relations are present or comparisons can be made, then summarize the lecture. Please include the speaker's thesis, main evidence/argumentation, and conclusion. Your summation should end with your answers to the following questions: Was the lecturer successful, or convincing? Is their argument logical? Does the evidence support their thesis? Responses are due by email on or before the last day of class.

Thursday, October 22, 2015

“Archaeology in Mexico”

Lawrence Conrad, Professor Emeritus of Anthropology, Western Illinois University
(LA-Conrad@wiu.edu)

7:30 P.M., Pattee Auditorium, Center for Science and Business

Wednesday, November 4, 2015

“Ritual Immersion Baths of the Early Rabbinic Period

Danielle Fatkin, Assistant Professor of History, Knox College (dfatkin@knox.edu)

7:30 P.M., Pattee Auditorium, Center for Science and Business

Monday, November 23, 2015

“Report on Summer Archaeological Work on the Palatine East Project”

Mackenzie Davis MC'18 (mdavis@monmouthcollege.edu) and **Victor Martinez**, Visiting Assistant Professor of Art History, Arkansas State University (vmmartinez001@gmail.com)

7:30 P.M., Pattee Auditorium, Center for Science and Business

Academic Honesty:

Working together on homework assignments can be very beneficial, and is, in fact, encouraged. Graded class activities, except for those specifically designated as group activities, are designed to develop your thinking abilities, to increase your learning, to enhance your understanding of professional standards, and/or to measure your ability to apply course material to particular situations. The maximum penalty for academic dishonesty will be a grade of F for the course and the incident will be reported to the appropriate administrative office, which may result in your suspension or expulsion from the college. Monmouth College's policy is included in the Scot's guide and is available at:

<http://ou.monmouthcollege.edu/life/residence-life/scots-guide/academic-regulations.aspx>

The policy contains the following examples of violations of the policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students,
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

Please note that this list is not intended to be exhaustive.

The Writing Center:

The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3rd floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Contact bdraxler@monmouthcollege.edu or visit the website <http://writingatmc.wordpress.com/writing-center/> for more information.

Teaching & Learning Center:

The Teaching and Learning Center offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, drop-in and appointment tutoring, and individual academic coaching. The TLC is here to help students excel academically. TLC services are not just for struggling students, but can assist all students to get better grades, practice stronger study skills, and manage time.

Visit Dana and Rita at the TLC on 2nd floor Poling Hall from 8am-4:30pm or online at <http://ou.monmouthcollege.edu/academics/teaching-learning-center/>. We can also be reached at: tlc@monmouthcollege.edu or 309-457-2257.

Like the TLC on Facebook: https://www.facebook.com/pages/Monmouth-College-Teaching-and-Learning-Center/203117166403210?ref=aymt_homepage_panel

Disability Support Services:

If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access.

Students with disabilities can apply for accommodations at the Teaching and Learning Center (TLC). The TLC is located on the 2nd floor of Poling Hall. For more information, call 309-457-2257 or connect online at <http://ou.monmouthcollege.edu/life/disability-services/default.aspx>

Course Engagement Expectations (CLAS 130/HIST 130)

This course meets 3 times a week for 50 minutes for half a semester. You should expect to spend on course reading, homework and assignments approximately three hours outside of class for every hour in class. I fully realize that each student may take more or less time to finish; however, as the course is designed the weekly average for all students enrolled should be 10 hours. Further estimates:

In class activities	2.5 hours
Regular Reading	4.0 hours
Writing assignments	1.5 hours
Review of Class Materials and Class Prep	2.0 hours
Average per week	10.0 hours