ARTH 321: Ancient Greek Art and Architecture
Professor Christopher Gregg

Office: 373A, Robinson B
Email: cgregg@gmu.edu

Office Hour: Tuesdays 1:00-2:00 or by appointment.

Course Description
The art and architecture of Ancient Greece represents one of the most important and influential periods in the development of Western culture. From the fast-paced evolution of forms in the Archaic period to the perfection-obsessed Classical period and beyond into the dynamic Hellenistic age, Greek art has left a tremendous and varied legacy. For those interested in Roman art, the Renaissance or the Neoclassical period, a deep understanding of the original works of Greek civilization are essential. This course will begin by examining the pre-Greek Minoan and Mycenaean Bronze Age cultures of the Aegean. We will then proceed chronologically through the development of Greece's major artistic periods, examining works of sculpture, architecture, vase painting and other significant media. Special attention will be given to critical works such as the Parthenon, the Riace bronzes, the Motya Charioteer, and the Pergamene Gallic monument. Students can expect three exams, heavily oriented towards visual materials and synthesis of ideas presented in class as well an analytical writing assignment. Regular attendance, careful note-taking and attention to detail will be beneficial for those enrolled in the course.

Objectives:
To place Greek art and architecture in the broader spectrum of Mediterranean art
To appreciate the complex political and social dynamics that influenced Greek art
To recognize a variety of stylistic components in architecture, sculpture and painting
To understand the developmental sequences within the styles of Greek architecture, sculpture, painting, and ceramics
To realize the impact of Greek art on post Classical Europe and America
To gain an art historical vocabulary and improve visual memory

These course goals are specifically designed for this course and fall under the broader headings of the Learning Outcomes for the Arts (http://masoncore.gmu.edu/arts-2/)

Textbook
If you choose to use an earlier edition, you are still responsible for the material and images in the 5th edition that are covered in class.

Grade Percentages:
First Exam: Wednesday, February 27th 25%
Second Exam: Wednesday, April 10th 30%
Third Exam: Consult final exam schedule 25%
Written assignment: Wednesday, March 20th (week after spring break!) 20%

Grading Scale:
A+ (100-97) A (96-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77)
C (76-73) C- (72-70) D (69-60) F (59 and below)

No Extra Credit options are available in this class.
Exams
Exams will include visual analysis material. This means that slides viewed in class and images from the textbooks will comprise a significant portion of each test. When preparing for class and studying for exams, treat the visual components of each assignment with the necessary attention. The format of the exams will include image identifications, short answer and essay questions involving subjects, styles, and techniques. A review guide will be uploaded to Blackboard one week prior to each exam. Neither notes nor textbooks will be allowed for the exams themselves. You will need an exam book, preferably the large format Blue or Green book.

Note-taking
Although the readings in your textbook are critical for the course, class lectures will distill the critical information in the text and include material not found in the textbook; it is from the class lecture that exams will be constructed. You must take thorough notes in order to be prepared for the exams. If there are terms on a slide, include the term, its definition and application in your notes. This is a class based on close reading of images and that means attention to details; most people are not able to retain all of the specific details without studying copious notes taken during lecture. Do not assume that showing up to class and simply “listening” will be sufficient to prepare you for exams.

Written Assignment
The details for the Written Assignment are found on the last pages of the syllabus. Please read the directions carefully and follow them. If you have any questions, let me know. The assignment is due in class as a hard-copy on Wednesday, March 20th. Digital/email submissions will not be accepted. Five (5) points will be taken off the final grade of the assignment for each day that it is late. Note that the Written Assignment counts for 20% of your final grade, so it should be taken seriously. It involves reading several journal articles, so give yourself sufficient time to read the articles (you may need to read or review them several times) and produce the written assignment.

Schedule for the Semester: Assignments should be read for the date indicated, carefully and completely before class. My lectures will assume that you are familiar with the assigned material and will often cover additional topics: on exams, you will be responsible for information from the text as well as lecture.

Important Notes
- Attendance at exams is MANDATORY: no make-up exams will be offered without a doctor’s excuse or other official documentation. If you miss an exam, you must contact me within 24 hours to schedule the re-take with valid documentation. Make up exams must be taken within ten academic days unless cleared with me in advance.
- I encourage questions and open discussion in class. Please, however, refrain from “quiet” talking to one another during lectures. It is distracting both to your classmates and to me. If you persist in talking during lectures, I will ask you to leave the classroom.
- Do not wear earbuds or other headphones during lecture.
- Please turn off cell phones when class begins. Texting during class will be treated the same as talking during lectures.
- Use of electronic devices (including cell phones) during exams will be treated as an honor code violation. At the very least, you will receive a “0” on the exam.
➢ Arrive on time for class. Coming in late is disruptive for everyone. If you have a class prior to ours which causes a problem with arriving on time, please discuss it with me.

➢ Discuss any special academic needs with me at the start of the term. Do not wait until after the first exam or later!

➢ Since the material in this course is based on the art and literature of other cultures, some topics of violence, gender, and sexuality may be outside of individual comfort zones, but we will deal with these subjects in an academic and intellectual manner.

➢ All reading assignments should be completed before class each day. The lengths of these assignments vary so keep pace with the syllabus.

➢ No extra credit assignments are offered in the course.

➢ The schedule and pace of the course may be adjusted as necessary. If the need arises, a revised syllabus will be announced and uploaded to Blackboard. It is your responsibility to keep up with the most recent version of the syllabus.

Please realize that these policies are designed to create the most positive academic environment possible. As long as you are respectful towards these policies, your performance in the class, your classmates, and myself, you will undoubtedly receive that same consideration.

Finally, all GMU policies on academic honesty will be applicable in this class. If you are unfamiliar with these policies, please visit [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/) and acquaint yourself with them.

*Note on reading assignments: I will not always follow the sequence found in the textbook. Ideally, you should read the entire chapter at the start of a topic (e.g. all of Chapter 6 before we begin discussing the Archaic period). I have, however, broken the readings down into smaller sections if you do not have time to read the whole chapter in one sitting. If you read the sections, simply be aware that we may cover material in class that is not in that day’s reading.

**January**

**Week 1**

Wednesday, 23 Introduction

Pedley, pp. 11-29

**Week 2**

Monday 28 Aegean Bronze Age

Pedley, Chapters 1 & 2 pp. 30-59

W 30 Aegean Bronze Age

Pedley, Chapter 3 pp.60-99

**February**

**Week 3**

M 4 End of Aegean Bronze Age, the “Dark “Ages, Early Geometric

Pedley, Chapter 4 pp. 103-119

W 6 The Orientalizing period

Pedley, Chapter 5 pp. 121-145
Week 4
M 11  The Archaic Period: Sculpture and Architecture
       Pedley, Chapter 6 pp. 147-189

W 13  The Archaic Period: Sculpture and Painting
       Pedley, Chapter 6 pp. 189-205

Week 5
M 18  The Archaic Period: Architecture and Painting
       Review Chapter 6

W 20  Early Classical: The Transition from Archaic
       Pedley, Chapter 7 pp. 206-247

Week 6
M 25  To Be Announced

W 27  Exam I

March
Week 7
M 4   Classical Sculpture and Bronze Casting
       Review Chapter 7

W 6   Magna Graecia and Sicily: Greeks in the Western Mediterranean
       Reading to be announced

Week 8
March 11-17: Spring Break, no class

Week 9
M 18  The Classical Period in Athens: The Periclean Akropolis
       The Parthenon and its Sculpture
       Pedley, Chapter 8 pp. 248-266

W 20  The Classical Period in Athens: The Periclean Akropolis
       The Parthenon and its Sculpture
       Review reading from previous class
       Written assignment due in class; hard-copies only (no digital submissions). Substantial late penalties will apply. See final pages of syllabus for detailed instructions. Be prepared to discuss the ideas from your written assignment in class.

Week 10
M 25  The Classical Period in Athens: The Periclean Akropolis
       The Erechtheion, the Temple of Athena Nike and the Propylaia
       Pedley, Chapter 8 pp. 267-271
W 27  The Classical Period in Athens: Akropolis and Agora
   The Agora and the Kerameikos Cemetery
   Pedley, Chapter 8 pp. 271-274

April
Week 11
M 1  Classical Painting and Minor Arts
    Pedley, Chapter 8 pp. 274-287

W 3  Late Classical Architectural Experimentation
    Pedley, Chapter 9 pp. 289-303

Week 12
M 8  Late Classical Sculpture: Praxiteles and Lysippos
    Pedley, Chapter 9 pp. 304-317

W 10  Exam II

Week 12
M 15  Late Classical: Sculpture, Painting and Mosaics
      Pedley, Chapter 9 pp. 318-324

W 17  The Art of Macedonia in the 4th Century BCE
      Pedley, Chapter 9 pp. 325-337

Week 13
M 22  Hellenistic Art: Architecture
      Pedley, Chapter 10 pp. 338-354

W 24  Hellenistic Art: Sculpture and Other Arts
      Pedley, Chapter 10 pp. 354-385

Week 14
M 29  Hellenism and Rome
      Pedley, Conclusions, pp. 386-387

May
W 1  Exam 3

Due to weather or other unavoidable issues, we may not be able to have the last exam on the
final day of classes. If necessary, we will have the third exam during our final exam slot. Do not
make travel arrangements that might interfere with this schedule until our exam date is
confirmed by me—hopefully, it will be settled by mid April.

The final exam period is May 8th – 15th (this is subject to change based on winter weather).
Consult the registrar’s website for the date of our exam:
No early exams will be given, so make travel plans accordingly.
Written Assignment: Due in class Wednesday, March 20th.

Your Thesis: Despite being one of the best-known works of art from the Greek world, the Parthenon frieze continues to be a source of great disagreement and debate among scholars. Specifically, there is much discussion about the subject of the scene—in short, what is happening in this long, detailed sculptural frieze?

For the assignment, begin by reading the relevant sections on the Parthenon frieze in your Pedley textbook.

Then, you must read the following three articles which are accessible through JSTOR (http://www.jstor.org/). Log onto JSTOR, then search for the article by entering the author or part of the title. The articles can then be downloaded as pdf documents for your use.


As you read the articles, consider the following questions for each:

What is the author’s thesis? That’s to say, what is the author arguing as being the “right” interpretation of the Parthenon frieze? There may be multiple parts to the argument, but there will be a central thesis that is normally stated near the beginning of the article and reiterated at the conclusion. Sometimes, in fact, the clearest expression of the thesis is found at the end as a part of the summary.

What evidence does the author present? Is it internal to the frieze itself (iconography, gesture, action, clothing, etc.)? Are external comparisons made with other works of art? Does the author use primary textual evidence (this is evidence from literary or inscriptive sources from the Greek or Roman world—it may not be exactly contemporary with the creation of the frieze, but it can still be primary). Does the argument rely on theory alone, without supporting primary sources?

Does the author make a convincing case for his/her thesis? Is the argument well organized? Does it make sense as an argument with the various elements united into a compelling case?

To be turned in:
Once you have read all three articles and considered these questions, you will write a short paper in which you address the following:

Provide a brief (approximately 300-400 word summary) for each of the three articles in which you explain the author’s central thesis and give a general idea of the evidence used (internal/external; primary/theoretical).
Then, explain which of the three arguments you find most compelling. You do not have to agree with the argument entirely and you may not ultimately find any of them altogether convincing. Consider, however, which theory you would be most confident in presenting to an audience.

Be thoughtful with this and clearly articulate why you select the theory that you do. Make comparisons to the other articles to help clarify why one viewpoint seems superior to the others. This section should be between 500-600 words. The total word count for your paper must not exceed 1800 words. Include the word count on the paper or there will be an immediate deduction of 5 points from your assignment grade.

Technical Details (points will be deducted from your score for failing to follow these instructions)

Use proper grammar and syntax.

Write clearly and proofread for errors.

Do not use direct quotes from the articles: I want you to explain the ideas using your own words.

If you want to cite a specific idea or passage, summarize in your own words, then provide a parenthetical citation with author name & page number, an example of which follows:

Smith suggests that the Parthenon frieze was inspired by ancient aliens who helped the Athenians win their war against the Persians (Smith, p. 107).

If you do refer to the title of the article, the title goes in quotation marks. Only book and journal titles are italicized in most bibliographic formats (see the article references above for illustrations of these points).

Double-space your paper.

Include the final word count.

Your thesis is the one stated at the beginning of the assignment, so open your paper with that, followed by the article summaries and concluding with your argument for which idea is most compelling.

Final Note: Do not wait until the last minute to begin this assignment. The assignment is due immediately after Spring Break. The articles are not terribly long, but they will take time to read and digest. Give yourself enough time to read them, re-read them if necessary, consider their ideas and to write & revise your work. Since this assignment is worth 20% of your final grade, it is worthwhile to spend the time on it.