

ARTH 324: Hellenistic Art
From Alexander to the Caesars
Professor Christopher A. Gregg

email: cgregg@gmu.edu

Office Hours: Tuesdays 12:30-1:30 Robinson B 373A, pm or by appointment

This course will explore the final phase of Greek art, that of the Hellenistic period (ca. 331-31 BCE). After the military campaigns of Alexander the Great of Macedon, Greek culture was spread throughout the Eastern Mediterranean and the Near East by his successors. Hellenic civilization was profoundly changed by interactions with other cultures, changes marked by a sense of increased diversity and the importance of individualism. These deep societal changes also had a strong impact on art produced in the fourth century BCE and beyond. The resulting Hellenistic period of Greek art has been described as theatrical, intellectual, and emotionally vibrant: works of sculpture and painting seek to draw the viewer into a dramatically charged moment and evoke the sympathies and passions of the observer. Architecture of the period relies on scale and ornament to overwhelm the senses. From the beginnings of Hellenistic style under Alexander, to Cleopatra's Greco-Egyptian home in Alexandria, and beyond to lavish works created in this style under the Caesars of Rome, this course will examine the development of Hellenistic style, the major artists of the period, the variety of monuments and sculptural types that it produced as well as the interplay between Hellenistic culture and the art itself. We will focus on sculpture, painting, and architecture, but also examine metalwork, mosaics, and other media that embody the style of the Hellenistic Age.

Course Goals

To examine in detail the elements of artistic and architectural style during the Hellenistic period.

To survey the wide-ranging forms of archaeological and art historical material preserved from this period.

To gain a greater understanding of the diverse social and political environments of the Hellenistic period.

To explore the links between society and artistic production.

To practice analytical skills in reading and clarity in writing.

To expand your visual and verbal vocabulary for archaeology and art history.

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

Required Texts

J.J. Pollitt, *Art in the Hellenistic Age* (Cambridge University Press): 2005.

R.R.R. Smith, *Hellenistic Sculpture* (Thames and Hudson): 1991.

Digital readings either hyperlinked to the syllabus, through JSTOR, or uploaded to Blackboard (under Course Content module)

Graded Requirements

Exam 1	Wed. Feb. 26 th	25%
Exam 2	Mon. Apr. 6 th	30%
Exam 3	Mon. May 4 th *	30%
Writing Assignment	See daily schedule for dates	15%

*See last page of syllabus for details about the third (final) exam.

Exams

Exams will include slide identifications, architectural diagrams, terms, dates, and essays. Material will come from textbook, lecture, and digital readings. Study guides will be provided a week prior to the exam. You will need bluebooks for each exam.

Note-taking:

Although the readings in your textbooks are critical for the course, class lectures will bring the material together, and it is from the class lecture that substantial portions of each exam will be drawn. 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

Three articles from major scholarly journals are listed at the end of the syllabus (two are available through JSTOR, one on our Blackboard page under Course Content). Each has its own due date which is also noted in the daily assignment schedule. Please read each one for the assigned class even if you are not writing on it. Each exam will contain at least one question based on the articles.

You must write on one (1) of these four: each article has its own due date (noted on the daily schedule and at the end of the syllabus), and reviews on that article will not be accepted after its specific due date. Each assignment should be between 800-900 words (absolutely no longer than 950). The purpose of your paper is to review the major scholarly ideas presented in the article. See the guidelines set out at the end of the syllabus for reviewing the article and let me know if you have questions about the process.

Early in the semester, you will be asked to sign up for the article you want to review. There will be a limited number of slots for each article, so take a look at them and consider your order of preference, realizing that you may not get your top choices.

Important Notes

- **The university is a professional environment. You should treat your interactions with fellow students, faculty and staff as you would interactions in your professional life.**
- **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.**
- **The use of inappropriate, belligerent or profane language is not acceptable in the university setting, including on exams. The Teaching Assistant and I reserve the right not to grade an offensive exam, which means the grade would be a '0'. The situation would also be referred to the Student Conduct Office.**
- **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! I will not complete ODS forms that are emailed to me. You will need to bring hard copies of the forms to me well in advance of exam dates if you are using the ODS testing center. It is your responsibility to deal with this paperwork in a timely manner. Failure to do so may result in having to take the exam with the rest of the class.
- 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/> and acquaint yourself with them.

Schedule (Note: readings for a particular date should be read before class on that day)

January

Week 1

W 22 Introduction: Course Basics and the Alexander Sarcophagus
 Smith: 190-192, 226 (for this text, italicized numbers are image numbers, not page numbers)
 Pollitt: 38-41

Week 2

M 27 Archaic and Classical Art
 Blackboard [pdf files under Course Content tab]: Survey of Archaic and Classical style from Marilyn Stokstad, *History of Art*, vol. I pp. 121-129, 132-133, 137, 143-145, 160-164

W 29 Wrap up Archaic and Classical Art
 Review previous reading assignment
 The Precepts of Hellenistic style in Art and Architecture
 Pollitt pp. 1-18

February

Week 3

M 3 Precepts, Styles and Themes in Hellenistic Art
 Smith: Bronze Boxer (Terme Boxer) 54, 62
 Blackboard: Lucilla Burn, "Themes in Hellenistic Art", Chapter 5, pp. 138-154
 Blackboard: Waldemar Heckel, *The Wars of Alexander the Great*, 13-27

W 5 Macedonia in the 4th century BCE: Rise of the Argeads and The Royal Tombs at Vergina
 Blackboard: Manolis Andronicos, *Vergina: The Royal Tombs*

Week 4

M 10 Alexander: History, Myth and Image
Blackboard: Heckel, 28-34, 81-89
Pollitt pp. 31-45; 59-78

W 12 Lysippos and the Court Artists: Image-makers
Pollitt pp. 47-58

Review 1: Troncoso article review due in class, no digital submissions accepted.

Week 5

M 17 Pergamon: Attalids, Gauls and the Pergamene "School"
Pollitt, pp. 79-97

W 19 Pergamon: The Altar of Zeus
Pollitt, pp. 97-110; 230-235

Week 6

M 24 Pergamon: The City and the Lesser Attalid Monument in Athens
Blackboard: John Freely, "Pergamum" in *Classical Turkey*, 27-40

W 26 Exam I (from the start of the semester through all Pergamon material)

March

Week 7

M 2 Hellenistic City Planning and Sanctuaries: Priene
Blackboard:
Lucilla Burn, "Hellenistic Cities" from *Hellenistic Art*, Chapter 3,
pp. 79-88; 94-99
John Freely, "Priene" in *Classical Turkey*, 62
Pollitt, pp. 230-249

W 4 Hellenistic Sanctuaries: Didyma and Kos
Blackboard:
J. Freely, 73-77, Temple of Apollo at Didyma in *Classical Turkey*
(Review Pollitt reading from previous class)

Week 8

M 9 and W 11 Spring Break: No classes

Week 9

M 16 To Be Announced

W 18 Hellenistic Luxury Arts and Technology
Blackboard: Dyfri Williams and Jack Ogden, *Greek Gold: Jewelry of the
Classical World*

On youtube.com, watch the documentary on Heron of Alexandria:

<https://www.youtube.com/watch?v=CD9OCQwx1Gg>

Review Article 2: Villianatos article review due in class, no digital submissions accepted.

Week 10

M 23 Hellenistic Painting and Mosaics
Pollitt, pp. 185-229

W 25 Hellenistic Sculpture: New and Evolving Physical Forms
Smith (italicized numbers are image numbers; regular font is page number):
Belvedere Torso, 133, *165*
Old Fisherman, 138-139, *178-9*
Sleeping Hermaphrodite, 133-4, *169.1-2*
Barberini Faun, 135, *168*
Pollitt
Mahdia Dwarf, 138
Archaizing Athena, 183-4
Metropolitan Dancing youth
<http://www.metmuseum.org/Collections/search-the-collections/130015912?rpp=20&pg=1&ft=hellenistic+dancing+youth&pos=3>

Week 11

M 30 Hellenistic Sculpture: Images of Women and Children
Smith:
Aphrodite of Melos, 79-83, *305*
Aphrodite and Pan Group (“Slipper Slapper”), *314*
“Old Women”, 137-8, *174, 175*
Boy with Goose, 136, *170*
Bronze Eros, 66, *84*
Artemision Horse and Jockey, 54, *58*
Pollitt:
Baker Dancer, 270

April

W 1 Hellenistic Sculpture, playing with scale: Tanagra Figurines and Groups
Tanagra Figurines:
Web resource: http://www.metmuseum.org/toah/hd/tafg/hd_tafg.htm
Smith:
Hanging Marsyas Group, 106-7, *135*
Nike of Samothrace, 77-9, *97*

Week 12

M 6 **Exam 2 (Hellenistic City Planning and Sanctuaries through Women & Children Sculpture)**

W 8 **To Be Announced**

Week 13

M 13 Alexandria and Hellenistic Egypt
Pollitt, pp. 250-263

W 15 Alexandria and Hellenistic Egypt
Blackboard: “Cleopatra” and “Ptolemaic Egypt” excerpts from *Cleopatra: The Search for the Last Queen of Egypt* edited by Zahi Hawass and Franck Goddio

Review Article 3: Draycott article review due in class, no digital submissions accepted.

Week 14

- M 20 The Ptolemaic Dynasty and Cleopatra in Egypt
Pollitt 257-259 ("Tazza Farnese")
Review Hawass and Goddio selections (Blackboard)
- W 22 Gandharan Art and the Fringes of Hellenistic Style in the East
Blackboard: Kurt Berhendt, *The Art of Gandhara*, ("Gandhara and Diffusion"
pdf file)
<http://www.nemrud.nl>
Under "Tourist Information" tab, Look at "Photos"; "History Kommagene" King
Mithridates Kallinikos, King Antiochus Theos, and Art; and "Nemrud Tour"
Pollitt pp. 274-275 ("Nemrud Dagh")

Week 15

- M 27 Rome and Hellenistic Style in the West
Smith:
Terme Ruler, 19-20, 3
Laocoon, 108-110, 143
Sanctuary at Palestrina (<http://australis.www2.50megs.com/Fortuna/1.html>)
Smith
Sperlonga, 110-111, 144-147
Farnese Bull Group, 108, 142 and
- TH 3 Rome and Hellenistic Style in the West
Review readings from previous class

May

Week 16

Monday 4 Exam 3

Exam 3 is not comprehensive: like the previous tests, it will cover a set amount of material from the end of the course.

It is my intention that exam 3 happen on the last day of class. However, because of weather cancellations, etc. that often happen during Spring semester, we may have to hold the exam during exam week; do not make travel plans that will interfere with this possibility until a final date has been confirmed.

If you wish to know when the exam would be scheduled, consult Final Exam Schedule for date/time of Exam 3 and make travel plans accordingly.

<https://registrar.gmu.edu/calendars/spring-2020/final-exams/>

Be aware that spring semester exam schedules frequently have to be modified before the end of term, so even the date given now may change.

Article Review Guidelines

Basics:

800-900 words (include word count; exceeding 950 words will earn a grade penalty)

Margins: 1.5 inches (left), 1 inch (top, bottom, right)

Double spaced

Follow all standard English rules of grammar and syntax

Proofread: errors will negatively impact your grade.

Avoid direct quotes: one of the goals in this assignment is that you put into your own words the ideas that you derive from the article. Footnotes are also not necessary. If you do want to footnote a particular point, that is fine.

You should read any material in the textbook directly related to each article (use the index) before reading the article. The textbook (and possibly lecture material) will act as a base-line for your critique of the scholarly ideas presented in the articles.

Below is a suggested organization for your review. You do not have to follow this sequence exactly, but you must cover all of the elements listed below.

Section 1: What is the primary argument (thesis) of the article? Is it a new idea? Modification of an existing idea? What is the “standard” view as presented in text, lecture or the article? How—specifically—does this article seek to change or modify the traditionally held view?

Section 2: What is the evidence used in the article? Is there new evidence or a re-interpretation of existing evidence? Is the evidence *primary* (ancient text, material from the archaeological or art historical record) or *secondary* (based on interpretations and theoretical data from other scholars)? Does the author use textual sources to support his/her idea? Describe **three** pieces of evidence or lines of argumentation used by the author to make the case. Be as specific as you can, given the constraints of the word count.

Section 3: Do you accept the author’s proposal? Explain why or why not. Be specific in your critique (remember that the term “critique” is not inherently negative, so you can write a positive critique): is the evidence sufficient for the new reading? Is the article well organized? Does it pass the essential test: common sense? Finally, do you think that this is a significant contribution to the scholarship on this topic: why or why not?

1. Victor Alonso Troncoso, “The Diadochoi and the Zoology of Kingship: The Elephants.” In *After Alexander: The Time of the Diadochoi*, edited by V.A. Troncoso and E.M. Anson. 2013. **Due Wednesday, February 12th**
2. Evaggelos Vallianatos, “Deciphering and Appeasing the Heavens: The History and Fate of an Ancient Greek Computer,” *Leonardo* 45.3 (2012): 250-257. The article is accessible on JSTOR but through a convoluted process; a pdf copy is easily available under Course Content on our Blackboard page. **Due Wednesday, March 18th**
3. Jane Draycott, “Dynastic Politics, Defeat, Decadence, and Dining: Cleopatra Selene on the So- Called ‘Africa Dish’ from the Villa della Pisanella at Boscoreale,” *Papers of the British School at Rome* Vol. 80 (2012), pp. 45-64). **Due Wednesday, April 15th**

Include word count at the end of your submission. Failure to do so will result in a grade penalty.