

CLASSICAL STUDIES 21
From Disaster to Triumph: Greek Archaeology ca. 1100-480 B.C.
Spring Term 2008

REQUIRED TEXTS [available at Wheelock Books and the Dartmouth Bookstore]

- (1) J. Boardman, *Greek Sculpture: the Archaic Period* (London 1978).
- (2) T. H. Carpenter, *Art and Myth in Ancient Greece: A Handbook* (London 1991).
- (3) J. N. Coldstream, *Geometric Greece* [2nd edition] (London/New York 2003).
- (4) J. M. Hurwit, *The Art and Culture of Early Greece, 1100-480 B.C.* (Ithaca 1985).

X-HOURS:

The X-period (Tuesdays, 12:00-12:50) will be used as a block of time within which to schedule oral presentations to the instructor [see directly below under FORMAL COURSEWORK (4)] or to discuss upcoming paper assignments [see below under FORMAL COURSEWORK (1) and (2)].

READING ASSIGNMENTS:

All required readings for the course are listed on the “Syllabus” [posted under “Syllabus” on the Blackboard site for CLST 21] under *three* different headings as follows:

Textbook Reading: Selections from the course’s four required textbooks: Boardman, *GSAP*; Carpenter, *AMAG*; Coldstream, *GG*; and Hurwit, *ACEG*.

Digital Reserve Reading: Readings available as pdf files that you can either read directly from a screen or print out and read in paper form. These files are available in folders numbered according to class meeting posted under “Assignments” and then “Readings Not in Required Texts” on the Blackboard site for CLST 21. The numbers of the “class meetings” are the same as those listed in the Syllabus on the Blackboard site for the course.

Lecture Handout: Outlines of some lectures for the course are available in the form of summaries ranging from 3 to 8 pages in length that students may find useful to have in hard-copy form as a document to annotate in class on the day of the particular lecture in question. These Lecture Handouts are all available in a single folder under “Assignments” on the course’s Blackboard site and are numbered according to the class meeting for which they are relevant.

Readings that are listed on the “Syllabus” under the heading of “**Recommended**” are *not* required readings and have been provided for interest’s sake as well as for possible use in the context of group discussions and oral presentations [see below under FORMAL COURSEWORK (4)].

FORMAL COURSEWORK: EXAMINATIONS, PAPERS, AND ORAL REPORTS

- (1) Paper on (a) The Iconography of either Burial or Warfare or (b) An Artifact of Geometric Date from the Hood Museum or (c) Burial Customs (6-8 pages of text; due on or before Friday, 18 April; to be discussed in X-Hour on April 1): 20% of final grade.
- (2) Paper on Religious or Mythological Iconography or on Identifying the Work of a Greek Vase-painter (6-8 pages of text; due on or before Friday, 16 May; to be discussed in X-Hour on 29 April): 20% of final grade.

- (3) Take-Home Final Paper (8-10 pages of text; due at or before 4:30 PM on Monday, 2 June): 30% of final grade.
- (4) Group discussions and oral reports on the results of these to the instructor by individual representatives of each group. Discussion meetings are to be scheduled by individual student groups; oral reports will be scheduled during or immediately after the six X-hours on: 8, 15, 22, and 29 April; 6 and 27 May. 30% of final grade (half is group grade, half is grade earned by individual during her/his solo presentation).

See Blackboard site under “Assignments” for instructions on the papers [(1)-(2) above]. Extensions for papers will be granted *only* under special circumstances (viz. medical or other justifiable excuses); otherwise, late papers will be marked off for tardiness.

Also see Blackboard site under “Assignments” for instructions on the oral presentations [(4) above]. Prior to the first of these, students will be expected to have familiarized themselves with the locations of all sites, areas, and islands listed on the document entitled “Greek Geography of the Dark Ages and Archaic Period” posted under “Course Documents”. Students should also be able to point out the locations of major regions and/or kingdoms in the Near East such as Egypt, Babylonia, Assyria, Phoenicia, Cyprus, Syria, Cilicia, Phrygia, and Lydia. **Presenters of oral reports can expect to be quizzed about the location of as many as *twenty* of these sites and regions in the discussion following their reports.**

Although not assigned for particular class meetings, Homer's *Iliad* and *Odyssey*, especially the latter, are almost indispensable background reading for the period ca. 1700-600 B.C. Students are strongly urged to read, if they have not already done so in some other connection, at least *one* of these epics in translation during the course of the term.

For students desiring a basic introductory text to ancient Greek history in general, S. B. Pomeroy, S. M. Burstein, W. Donlan, and J. T. Roberts, *Ancient Greece: A Political, Social, and Cultural History* (Oxford 1999) [DF77/.A595/1999] is particularly recommended; this is the principal text used in CLST 14: Greek History. For historical overviews of the specific period covered in this course, J. M. Hall, *A History of the Archaic World ca. 1200 – 479 BCE* (Malden/Oxford 2007) [DF 221.2/.H35/2007] and R. Osborne, *Greece in the Making 1200-479 B.C.* (London/New York 1996) [DF220/.O82/1996]. Shorter and more basic texts include: R. Osborne, *Greek History* (London/New York 2004) [DF77/.O67/2004]; T. R. Martin, *Ancient Greece: From Prehistoric to Hellenistic Times* (New Haven 1996); and S. B. Pomeroy *et al.*, *A Brief History of Ancient Greece: Politics, Society, and Culture* (Oxford 2004) [DF214/.B74/2004].

COURSE RESOURCES

Web Site: For course syllabus, announcements, descriptions of assignments, etc., see the CLST 21 Web site on Blackboard.

Student Center for Research, Writing, and Information Technology: [a particularly valuable resource in view of the emphasis on liberally and effectively illustrated papers in this course]:

<http://www.dartmouth.edu/~rwit/>

THE HONOR PRINCIPLE

Students are reminded of the existence of an Academic Honor Principle at Dartmouth, the provisions of which are spelled out on pp. 42-44 of the September, 2005 *ORC*. For the purposes of this course, it is *essential* that students:

- (a) Give credit where credit is due in all papers by [citing sources](#) for all quotations, paraphrased arguments, or summaries of basic evidence. [It is also appropriate to credit fellow students, as well as the instructor or other faculty members, for information or suggestions received outside of class.]
- (b) Refrain from copying a fellow student's responses to quizzes administered in class.
- (c) Be as responsible as possible in their use of library resources. **For example, when checking a book of potential interest to other members of the class out of the library, a student should e-mail the entire class to inform her/his peers where the book in question can be found;** it is a simple matter for students to do this using the course's Blackboard site ("Send E-Mail" under "Communication"). Alternatively, students may simply post titles that they have checked out on the course's Blackboard "Discussion Board" (again under "Communication") by way of an appropriately chosen Forum heading (such as the topic for a particular paper assignment).

CLASS ABSENCE POLICY

The instructor will take attendance regularly. While there is no statutory limit on absences, whether of the "excused" or "unexcused" variety, the instructor prefers to be informed in advance, insofar as that is possible, of class absences that students consider unavoidable (such as for intercollegiate athletics, debating tournaments, major family celebrations, etc.). An excessive number of class absences may jeopardize a student's ability to secure an extension on a paper assignment.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with learning, physical, or psychiatric disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to make an appointment to see the instructor as soon as possible. The Academic Skills Center in 301 Collis Center (<http://www.dartmouth.edu/~acskills/>) will be asked to verify that the student is registered for these services. All discussions will remain confidential, although the Student Disabilities Coordinator may be consulted to discuss appropriate implementation.

HELP WITH FORMAL EXPOSITORY WRITING

The majority of the required work for this course takes the form of short papers in which concise, pertinent, and grammatically correct prose should be closely integrated with informative (as opposed to merely decorative) illustrations. An invaluable local resource for assistance in generating effective English prose and combining this with effective illustrations of all kinds (pictures, tables and charts, line drawings, etc.) is The Student Center for Research, Writing, and Information Technology (or RWIT) at <http://www.dartmouth.edu/~rwit/> . For on-line assistance with formal academic prose, consult the Writing Program's materials at <http://www.dartmouth.edu/~writing/materials/about.shtml> .

CLASSICAL STUDIES 21: SYLLABUS

The following abbreviations are used in the syllabus. Library call numbers are provided only for those titles not required as textbooks for the course.

BOOKS: REQUIRED TEXTS

ACEG	J. M. Hurwit, <i>The Art and Culture of Early Greece, 1100-480 B.C.</i> (Ithaca 1985)
AMAG	T. H. Carpenter, <i>Art and Myth in Ancient Greece: A Handbook</i> (London 1991)
GG	J. N. Coldstream, <i>Geometric Greece</i> [2 nd edition] (London/New York 2003)
GSAP	J. Boardman, <i>Greek Sculpture: the Archaic Period</i> (London 1978)

BOOKS

ABAIA	O. Dickinson, <i>The Aegean from Bronze Age to Iron Age: Continuity and Change between the Twelfth and Eighth Centuries B.C.</i> (London/New York 2006) [DF261/.A177D53/2006]
AG	A. Snodgrass, <i>Archaic Greece: the Age of Experiment</i> (Berkeley 1981) [DF77/.S48]
AGMPAH	S. Deger-Jalkotzy and I. S. Lemos (eds.), <i>Ancient Greece: From the Mycenaean Palaces to the Age of Homer</i> (Edinburgh 2006) [DF221.5/.A53/2006]
AGNANE	N. Fisher and H. van Wees (eds.), <i>Archaic Greece: New Approaches and New Evidence</i> (London 1998) [DF222/.A723/1998]
ASAP	N. Bookidis, <i>A Study of the Use and Geographical Distribution of Architectural Sculpture in the Archaic Period</i> (Ann Arbor 1967) [NA3350/.B655]
ASGS	B. S. Ridgway, <i>The Archaic Style in Greek Sculpture</i> (Princeton 1977) [NB90/.R56]
BAS	I. Morris, <i>Burial and Ancient Society: the Rise of the Greek City State</i> (Cambridge 1987) [DF101/.M67/1987]
CS	J. M. Padgett (ed.), <i>The Centaur's Smile: The Human Animal in Early Greek Art</i> (New Haven 2003) [N5633/.P23/2003]
DAG	A. M. Snodgrass, <i>The Dark Age of Greece</i> (Edinburgh 1971) [DF77/.S5]
EG	O. Murray, <i>Early Greece</i> [2nd edition] (Cambridge 1993) [DF77/.M82/1993]
EGVP	J. Boardman, <i>Early Greek Vase Painting: 11th – 6th Centuries B.C.: A Handbook</i> (New York 1998) [NK4645/.B549/1998]
GA	A. W. Lawrence, <i>Greek Architecture</i> [5 th edition] (New Haven 1996) [NA270/.L36/1996]
GDA	V. R. Desborough, <i>The Greek Dark Ages</i> (London 1972) [DF220/.D44/1972]
GGA	B. Schweitzer, <i>Greek Geometric Art</i> (London 1971) [N5630/.S3913/1971]
GM	R. Osborne, <i>Greece in the Making 1200-479 B.C.</i> (London/New York 1996) [DF220/.O82/1996]
GO	J. Boardman, <i>The Greeks Overseas: their Early Colonies and Trade</i> [4 th edition] (New York 1999) [DF251/.B6/1999]
GREC	R. Hägg (ed.), <i>The Greek Renaissance of the Eighth Century B.C.: Tradition and Innovation</i> (Stockholm 1983) [DF221.5/.G74/1983]
GSE	A. F. Stewart, <i>Greek Sculpture: An Exploration</i> (New Haven 1990) [NB90/.S74/1990]

<i>GWMR</i>	H. van Wees, <i>Greek Warfare: Myths and Realities</i> (London 2004) [U33/.W43/2004]
<i>HAGW</i>	J. M. Hall, <i>A History of the Archaic Greek World ca. 1200-479 BCE</i> (Malden/Oxford 2007) [DF221.2/.H35/2007]
<i>HATP</i>	A. M. Snodgrass, <i>Homer and the Artist: Text and Pictures in Early Greek Art</i> (Cambridge 1998) [NK4645/.S63/1998]
<i>LSAG</i>	L. H. Jeffery, <i>The Local Scripts of Archaic Greece</i> [revised edition] (Oxford 1990) [CN362/.J44/1990]
<i>NCH</i>	I. Morris and B. Powell (eds.), <i>A New Companion to Homer</i> (Leiden 1997) [PA4037/.N42/1997]
<i>NLDA</i>	S. Langdon (ed.), <i>New Light on a Dark Age: Exploring the Culture of Geometric Greece</i> (Columbia, MO 1997) [DF221.5/.N48/1997]
<i>NPEGA</i>	D. Buitron-Oliver (ed.), <i>New Perspectives in Early Greek Art</i> (Hanover London 1991) [N5630/.N49/1991]
<i>OGAO</i>	B. A. Barletta, <i>The Origins of the Greek Architectural Orders</i> (Cambridge 2001) [NA2815/.B35/2001]
<i>PA</i>	I. S. Lemos, <i>The Protogeometric Aegean: The Archaeology of the Late Eleventh and Tenth Centuries B.C.</i> (Oxford 2002) [DF220/.L46/2002]
<i>PTDC</i>	E. J. W. Barber, <i>Prehistoric Textiles: The Development of Cloth in the Neolithic and Bronze Ages with Special Reference to the Aegean</i> (Princeton 1991) [GN776.2/.A1B37/1991]
<i>SS</i>	J. Whitley, <i>Style and Society in Dark Age Greece</i> (Cambridge 1991) [NK3840/.W46/1991]
<i>WAG</i>	V. D. Hanson (ed.), <i>Hoplites: The Classical Greek Battle Experience</i> (London 1991) [U33/.H66/1991]

PERIODICALS AND SERIES:

<i>AJA</i>	<i>American Journal of Archaeology</i> [CC/1/.A6]
<i>AM</i>	<i>Mitteilungen des Deutschen Archäologischen Instituts: Athenische Abteilung</i> [DE/2/.D44]
<i>BCH</i>	<i>Bulletin de Correspondance Hellénique</i> [DF/10/.B9]
<i>BSA</i>	<i>Annual of the British School at Athens</i> [DF/11/.B6]
<i>CA</i>	<i>Classical Antiquity</i> [PA/1/C31]
<i>DHA</i>	<i>Dialogues d'histoire ancienne</i>
<i>JHS</i>	<i>Journal of Hellenic Studies</i> [DF/10/.J8]
<i>LIMC</i>	<i>Lexikon Iconographicum Mythologiae Classicae</i> [Special/NX/650/.M9/L48]
<i>NC</i>	<i>Numismatic Chronicle</i> [CJ/1/.N6]
<i>RA</i>	<i>Revue Archéologique</i> [CC/3/.R4]
<i>TAPA</i>	<i>Transactions of the American Philological Association</i> [P/11/.A55 (to 1973), P/11/.A551 (1974 to present)]

- (1) Tue. 25 Mar. **X-HOUR: Goals and Requirements of the Course. Definitions and Sources. Greek Geography and Chronological Terminology.**
Textbook Reading: Hurwit, *ACEG* 15-32.

Digital Reserve Reading: J. Whitley, *The Archaeology of Ancient Greece* (Cambridge 2001) 60-74.

Recommended: Murray, *EG* 5-34; Osborne, *GM* 1-18, 53-69; Dickinson, *ABAIA* 10-23; Hall, *HAGW* 17-40.

- (2) Wed. 26 Mar. **The End of Mycenaean Civilization: Cultural Zenith (ca.1350-1200 B.C.) vs. Post-Palatial Twilight (ca.1200-1050 B.C.)**
Digital Reserve Reading: P. Warren, *The Aegean Civilizations* (Oxford 1975) 119-136; J. Rutter, "Cultural Novelties in the Post-Palatial Aegean World: Indices of Vitality or Decline?" in W. A. Ward and M. S. Joukowsky (eds.), *The Crisis Years: The 12th Century B.C. from beyond the Danube to the Tigris* (Dubuque 1992) 61-78.
Lecture Handout: "The End of Mycenaean Civilization"
Recommended: Desborough, *GDA* 15-25; Dickinson, *ABAIA* 24-78; Hall, *HAGW* 41-66.
- (3) Fri. 28 Mar. **"Submycenaean" and the Transition to Protogeometric (ca. 1050-1000 B.C.): Changes in Burial Customs and Metallurgy.**
Digital Reserve Reading: S. Sherratt, "Commerce, Iron and Ideology: Metallurgical Innovation in 12th-11th Century Cyprus," in V. Karageorghis (ed.), *Proceedings of the International Symposium "Cyprus in the 11th Century B.C."* (Nicosia 1994) 59-85.
Lecture Handout: "'Submycenaean' and the Transition to Protogeometric (ca. 1050/1030 – 1020/1000 B.C.)"
Recommended: Osborne, *GM* 24-32.
- (4) Mon. 31 Mar. **Protogeometric Greece, ca. 1000-900 B.C.**
Digital Reserve Reading: Lemos, *PA* 140-146, 161-168 [Lefkandi], 197-203 [Regional Summaries], 217-225 [Conclusions].
Lecture Handout: "Protogeometric Greece ca. 1020/1000 – 900 B.C."
Recommended: Osborne, *GM* 32-51; ; Dickinson, *ABAIA* 79-113 [subsistence, settlement architecture], 121-143 [pottery]; Deger-Jalkotzy and Lemos, *AGMPAH* 483-503 [Dakoronia on Locris], 531-546 [Papadimitriou on Argolid].
- Tue. 1 Apr. **X-Hour:** Discussion of Paper #1, due on or before Friday, 18 April.
- (5) Wed. 2 Apr. **Attica and Euboea, ca. 900-760 B.C. and Subminoan through Geometric Crete.**
Textbook Reading: Coldstream, *GG* 25-45, 48-52, 55-71,73-81, 99-104, 371-376, 381-385.
Lecture Handouts: "Attica and Euboea ca. 900–760 B.C." and "Subminoan and Protogeometric Crete".

Recommended: Deger-Jalkotzy and Lemos, *AGMPAH* 505-527 [Lemos on Athens and Lefkandi], 581-594 [Coldstream on Knossos], 619-648 [Wallace on Crete].

- (6) Fri. 4 Apr. **The Origins of Greek Representational Art.**
Textbook Reading: Hurwit, *ACEG* 33-70.
- (7) Mon. 7 Apr. **Attic Late Geometric, ca. 760-700 B.C.: Population Pressures and a Possible Drought or the Rise of the *Polis*.**
Textbook Reading: Coldstream, *GG* 109-137, 388-392.
Lecture Handout: "Late Geometric Attica: Pottery, Burial Practices, and Population"
Recommended: Osborne, *GM* 70-88.
- Tue. 8 Apr. **DISCUSSION TOPIC:** Why did iron replace bronze as the primary raw material for the manufacture of tools and weapons?
- (8) Wed. 9 Apr. **Homer and the Dipylon Master.**
Textbook Reading: Hurwit, *ACEG* 85-106.
Digital Reserve Reading: S. Sherratt, "Reading the Texts': Archaeology and the Homeric Question," *Antiquity* 64(1990) 807-824.
Recommended: Osborne, *GM* 137-160.
- (9) Fri. 11 Apr. **Organized Religion and Oriental Artisans: Later Geometric Bronzes, Ivories, and Jewelry.**
Textbook Reading: Coldstream, *GG* 146-151, 174-177, 198-199, 202-206, 332-339, 358-366, 410-411.
Digital Reserve Reading: Osborne, *GM* 88-104.
Lecture Handouts: "The Impact of Oriental Art and Artisans in Greece, 950-725 B.C." and "Bronze Votives of the Geometric Period"
Recommended: C. Morgan, *Athletes and Oracles: The Transformation of Olympia and Delphi in the Eighth Century B.C.* (Cambridge 1990); Snodgrass, *AG* 49-65; Dickinson, *ABAIA* 158-171 [dress and jewelry], 196-218 [trade and foreign contacts]; Deger-Jalkotzy and Lemos, *AGMPAH* 337-355 [Stampolidis on Phoenician craftsmen on Crete].
- (10) Mon. 14 Apr. **The Beginnings of Greek Narrative Art.**
Textbook Reading: Hurwit, *ACEG* 106-124.
Digital Reserve Reading: J. Carter, "The Beginning of Narrative Art in the Greek Geometric Period," *BSA* 67(1972) 25-58.
Recommended: Osborne, *GM* 129-136; Snodgrass, *AG* 65-78; A. M. Snodgrass, *An Archaeology of Greece: The Present State and Future Scope of a Discipline* (Berkeley 1987) 132-169; J. P. Crielaard, "Homer, History and Archaeology," in J. P. Crielaard (ed.), *Homeric Questions* (Amsterdam 1995) 201-289, esp. 214-224.

- Tue. 15 Apr. **DISCUSSION TOPIC:** What are the implications of changes in burial customs? Are some of these changes more meaningful or less inherently ambiguous than others?
- (11) Wed. 16 Apr. **The Origin and Dissemination of the Greek Alphabet.**
Textbook Reading: Coldstream, *GG* 295-303, 405-06.
Lecture Handout: "The Greek Adoption of the Alphabet"
Recommended: B. B. Powell, *Homer and the Origin of the Greek Alphabet* (Cambridge 1991) 5-67; J. P. Crielaard, "Homer, History and Archaeology," in J. P. Crielaard (ed.), *Homeric Questions* (Amsterdam 1995) 201-289, esp. 210-214.
- (12) Fri. 18 Apr. **The Nature of Early Greek Alphabet Writing: the Functions of Literacy.**
Digital Reserve Reading: Murray, *EG* 92-101; M. Lang, "The Alphabetic Impact on Archaic Greece," in D. Buitron-Oliver, *NPEGA* 65-79.
Recommended: Snodgrass, *AG* 78-84; B. B. Powell, *Homer and the Origin of the Greek Alphabet* (Cambridge 1991) 119-186.

Due: Paper #1 (Attic Geometric Iconography **or** Analysis and Dating of a Greek Geometric Artifact **or** A Group of Iron Age Burials **or** Greek Funerary Iconography in the Geometric and Archaic Periods).
- (13) Mon. 21 Apr. **Trading Stations and Colonies, East and West.**
Textbook Reading: Coldstream, *GG* 92-95, 221-243, 394-396.
Recommended: Murray, *EG* 69-80, 102-123; D. Ridgway, *The First Western Greeks* (Cambridge 1992); J. P. Crielaard (ed.), *Homeric Questions* (Amsterdam 1995) 201-289, esp. 224-239; Osborne, *GM* 119-129; Hall, *HAGW* 93-118.
- Tue. 22 Apr. **DISCUSSION TOPIC:** How should the emergence of representational art ca. 770 B.C. and of narrative art ca. 725 B.C. be interpreted?
- (14) Wed. 23 Apr. **Divine vs. Heroic Cults, Panhellenic vs. Local Cults, and Greek Religious Architecture before 700 B.C.**
Textbook Reading: Coldstream, *GG* 317-332, 341-356, 408-410.
Recommended: Snodgrass, *AG* 38-40, 65-78; J. P. Crielaard (ed.), *Homeric Questions* (Amsterdam 1995) 201-289, esp. 247-273; Dickinson, *ASAI* 219-237 [religion].
- (15) Fri. 25 Apr. **Civic Architecture ca. 850-700 B.C.: the Physical Emergence of the Polis.**
Textbook Reading: Hurwit, *ACEG* 71-85; Coldstream, *GG* 303-315, 406-408.
Digital Reserve Reading: Murray, *EG* 38-68.
Lecture Handout: "The Physical Emergence of the Polis"

Recommended: Snodgrass, *AG* 25-48; J. P. Crielaard (ed.), *Homeric Questions* (Amsterdam 1995) 201-289, esp. 239-247; Hall, *HAGW* 67-92.

- (16) Mon. 28 Apr. **Weaponry, Warfare, and Politics: the "Hoplite Reform".**
Textbook Reading: Hurwit, *ACEG* 125-150.
Digital Reserve Reading: Murray, *EG* 124-136; van Wees, *GWMR* 166-183.
Lecture Handout: "Greek Hoplite Warfare"
Recommended: Snodgrass, *AG* 85-122; Murray, *EG* 137-180; Hall, *HAGW* 155-177.
- Tue. 29 Apr. **X-Hour:** Discussion of Paper #2, due on or before Friday, 19 May.
- Tue. 29 Apr. **DISCUSSION TOPIC:** What information from the remains of the earliest Greek colonies in Sicily and Italy to the west, Macedonia and Thrace to the north, and the Hellespont and Black Sea to the northeast can contribute substantially to the debate over why the Greek colonization movement got started ca. 760 B.C. in the first place and had gained such momentum by the middle of the seventh century B.C.?
- (17) Wed. 30 Apr. **Early Archaic Regionalism: Protocorinthian vs. Protoattic.**
Textbook Reading: Hurwit, *ACEG* 150-179.
Regular Reserve Reading: Osborne, *GM* 161-169.
Recommended: R. M. Cook, *Greek Painted Pottery* [2nd edition] (London 1972) 41-81; M. Shanks, *Art and the Greek City State: An Interpretive Archaeology* (Cambridge 1999).
- (18) Fri. 2 May **The Doric Architectural Order: Terminology and Definitions.**
Digital Reserve Reading: Osborne, *GM* 202-214.
Recommended: A. W. Lawrence, *Greek Architecture* [4th edition] (Baltimore 1983) 123-159.
- (19) Mon. 5 May **The Rise of the Doric Order: Theories of Origin and Early Forms.**
Textbook Reading: Hurwit, *ACEG* 179-186.
Digital Reserve Reading: R. M. Cook, "The Archetypal Doric Temple," *BSA* 65(1970) 17-19; Barletta, *OGAO* 54-83.
Lecture Handout: "Doric Architecture: Origins"
- Tue. 6 May **DISCUSSION TOPIC:** What kinds of evidence are most significant in providing an answer to the question of why the Greeks suddenly began carving life-size and larger statues in stone when they did?
- (20) Wed. 7 May **Freestanding Monumental Sculpture: The Origins of Forms and Toolkits.**
Textbook Reading: Boardman, *GSAP* 9-27, 63-89 [text], 28-62, 90-150 [pictures and captions]; Hurwit, *ACEG* 186-202.

Digital Reserve Reading: R. Osborne, "Men without Clothes: Heroic Nakedness and Greek Art," *Gender & History* 9:3(1997) 504-528.

Recommended: E. B. Harrison, "The Dress of the Archaic Greek Korai," in Buitron-Oliver, *NPEGA* 217-239.

- Thu. 8 May **4:00 PM: Filene Auditorium, Moore Hall: Benefactors Fund Lecture**
Prof. Jack L. Davis, Director, American School of Classical Studies, and Carl Blegen Professor of Classics, University of Cincinnati: "Finding a New Greek Temple: Excavations and Explorations at Bonjaket in Albania"
- (21) Fri. 9 May **The Functions of Freestanding Monumental Sculpture in the Greek World.**
Textbook Reading: Hurwit, *ACEG* 203-234.
Digital Reserve Reading: A. F. Stewart, "When is a Kouros Not an Apollo? The Tenea 'Apollo' Revisited," in M. Del Chiaro (ed.), *Corinthiaca: Studies in Honor of Darrell A. Amyx* (Columbia 1986) 54-70.
Recommended: Osborne, *GM* 215-242.
- (22) Mon. 12 May **The Earliest Pedimental Sculpture and the Origin of the Gorgon.**
Textbook Reading: Boardman, *GSAP* 151-157 [text], 172-189 (Figs. 187-207) [pictures and captions]; Carpenter, *AMAG* 103-108 [text], 109-116 [pictures and captions].
Recommended: Bookidis, *ASAP* 404-437.
- (23) Wed. 14 May **The Earliest Metopal Sculpture.**
Textbook Reading: Boardman, *GSAP* 157-160 [text], 190-205 (Figs. 208-215) [pictures and captions]; Carpenter, *AMAG* 117-134 [text], 135-159 [pictures and captions].
Recommended: Bookidis, *ASAP* 446-465.
- (24) Fri. 16 May **Early Frieze Sculpture and the Origins of the Ionic Architectural Order.**
Textbook Reading: Boardman, *GSAP* 160-166 [text], 206-240 (Figs. 216-271) [pictures and captions].
Digital Reserve Reading: Barletta, *OGAO* 84-124.
Recommended: A. W. Lawrence, *Greek Architecture* [4th edition] (Baltimore 1983) 160-173; Bookidis, *ASAP* 470-499.
- Due:** Paper #2 (Archaic Architectural Sculpture **or** Identifying the Handiwork of an Archaic Vase-Painter **or** A Mythological Episode in Archaic Greek Art).
- (25) Mon. 19 May **The Interaction between Doric and Ionic Forms: Delphi as the Crossroads of the Archaic Greek World, ca. 625-500 B.C.**
Textbook Reading: Hurwit, *ACEG* 234-272.

Lecture Handout: “Archaic Architectural Sculpture: Some Generalizations and the Role of Delphi in the Spread of New Fashions”
Recommended: Bookidis, *ASAP* 505-515; B. A. Barletta, *The Origins of the Greek Architectural Orders* (Cambridge 2001) 125-156; R. T. Neer, “Framing the Gift: The Politics of the Siphnian Treasury at Delphi,” *Classical Antiquity* 20(2001) 273-336.

- (26) Wed. 21 May **The Appearance of Coinage in the Aegean.**
Digital Reserve Reading: R. M. Cook, "Speculations on the Origins of Coinage," *Historia* 7(1958) 257-262; R. W. Wallace, "The Origin of Electrum Coinage," *AJA* 91(1987) 385-397.
Lecture Handout: “The Origins of Coinage”
Recommended: C. J. Howgego, "Why Did Ancient States Strike Coins?," *NC* 150(1990) 1-25; Snodgrass, *AG* 123-159; Murray, *EG* 220-245; Hall, *HAGW* 235-254.
- (27) Fri. 23 May **The Advent of the Red-Figure Style and the Debate over the Impact of Metalwork.**
Textbook Reading: Hurwit, *ACEG* 273-292.
Recommended: M. J. Vickers, "Artful Crafts: the Influence of Metalwork on Athenian Painted Pottery," *JHS* 105(1985) 108-128; R. M. Cook, "'Artful Crafts': A Commentary," *JHS* 107(1987) 169-171; Osborne, *GM* 292-318; R. T. Neer, *Style and Politics in Athenian Vase-Painting: The Craft of Democracy, ca. 530-460 B.C.E.* (Cambridge 2002).
- Mon. 26 May **MEMORIAL DAY [no class; first day of Pre-Examination Break].**
- Tue. 27 May **DISCUSSION TOPIC:** Why should it be so difficult to provide a simple answer to the question of why coinage was invented?
- (28) Wed. 28 May **Political and Programmatic Art in Vase Painting and Relief.**
Textbook Reading: Hurwit, *ACEG* 292-319; Carpenter, *AMAG* 160-168 [text], 169-182 [pictures and captions].
Recommended: Osborne, *GM* 318-350; Hall, *HAGW* 210-234.