

**Introduction to the Archaeology of Greece (ARCH51/CLASSGEN51)**  
**Monday, Wednesday and Friday 10.00 – 10.50 am School of Education 210**

**I. Basic Information:**

**Instructors:**

Michael Shanks  
mshanks@stanford.edu; 650 996 8763  
Metamedia – Building 500 Room 204

Megan Daniels  
meganjd@stanford.edu  
Office hours: Wednesdays 11:00 pm to 12:30 pm, Building 110, Room 217 (TA Office) or by appointment

Thea De Armond  
dearmond@stanford.edu  
Office Hours: Mondays 1:15 pm to 2:30 pm, Building 110, Room 217 (TA Office) or by appointment

**Class Wiki:** <http://humanitieslab.stanford.edu/ArchaeologyGreece>

**On the wiki you can expect to find:**

- The schedule of classes and readings (also listed below on the syllabus)
- Posted readings and guiding questions to help you with readings
- Lecture slides
- Information about assignments (also listed below on the syllabus)
- Timelines and images of Greece
- Helpful notes on writing techniques, further resources, etc.
- Student pages (please make your own page on the wiki – to be discussed in the first class)

**II. Course Resources:**

**Textbooks (required):**

Morris, I. and B. Powell. 2010. *The Greeks: History, and Society, Second Edition*. Upper Saddle River: Prentice Hall.

Whitley, J. 2001. *The Archaeology of Ancient Greece*. Cambridge: Cambridge University Press.

We will be using Morris & Powell throughout the course, primarily for background history readings. Whitley focuses on the archaeology of Greece in the first millennium BCE. For earlier periods, and more alternative topics, we will be posting selected readings on the wiki.

**Other books (optional – on reserve):**

- Biers, W. R. 1996. *The Archaeology of Greece: An Introduction*. Ithaca and London: Cornell University Press
- Pedley, J. G. 2011. *Greek Art and Archaeology, Fifth Edition*. Upper Saddle River: Prentice Hall.
- Pollitt, J. J. 1972. *Art and Experience in Classical Greece*. Cambridge: Cambridge University Press.
- Preziosi, D. and L. A. Hitchcock. 1999. *Aegean Art and Architecture*. Oxford: Oxford University Press.
- Snodgrass, A. 1980. *Archaic Greece: The Age of Experiment*. University of California Press.

**Museum catalogues (also optional and on reserve)**

- Aruz, J., S. B. Graff, and Y. Rakic (eds.). 2014. *Assyria to Iberia at the Dawn of the Classical Age*. New York: The Metropolitan Museum of Art.
- Kottardi, A. (ed.). 2011. *From Heracles to Alexander the Great: Treasures from the Royal Capital of Macedon, an Hellenic Kingdom in the Age of Democracy*. Oxford: The Ashmolean Museum.
- Hiebert, F. and P. Cambon (eds.). 2008. *Afghanistan: Hidden Treasures from the National Museum, Kabul*. Washington, D.C.: National Geographic.

### III. Themes and Objectives

**Major Objectives of the Course:**

- Gain a broad familiarity with the archaeological remains of the Greek world from the Bronze Age to the Roman Period along with their historical context
- Gain a broad familiarity with different sources of evidence for understanding the ancient Greek world, and how these pieces of evidence intersect with one another
- Learn to be critical of the sources, both material remains, texts, and even landscapes/environments - what can they tell us and what are the limitations of each?
- Know and be able to discuss some of the major arguments concerning different periods, sites, and archaeological remains of the Greek world
- Understand ancient Greece in its broader historical and geographical context

**Major Themes of the Course (to be discussed on the first day of class):**

- Greece as place/landscape
- Geopolitics and human cultural geography
- Narratives (mythology), stories that have “cascaded” down history
- The ancient body (embodiment)
- Regional archaeologies and long-distance connections

- Art & Architecture: importance in the ancient world and modern day
- Material remains and their intersections with texts - how do we use different sources to understand the past?
- Archetype(s) of “Greekness”
- Military, wealth, power

#### IV. Assignments and Grading:

1. **Class Discussions, 30% of final grade:** On the schedule below, the dates and topics for the rest of the term are laid out (the schedule is also on the wiki). Days that are more discussion-focused are indicated in block letters. If you cannot make one or more of the discussion days, please email us or talk to us ASAP. The solution to missing a discussion day is to either come to one of our office hours (listed above) or hand in a 2-page (double-spaced) write-up on the readings for discussion.

There are many ways to participate in a seminar discussion. Reflect on your own approach, and challenge yourself to try a new one. Some possibilities are listed below:

- Show up for class prepared (i.e. having done the required reading).
  - Offer your opinion of the readings.
  - Respond to someone else’s opinion – either agreeing/supporting, elaborating, asking for clarification, or expressing a different point of view.
  - Ask a question – either a discussion question or merely something from the readings that confused/perplexed/fascinated you.
  - Guide/get the discussion back on track.
  - Play devil’s advocate.
  - Be an active listener at all times.
2. **Presentation Assignments, 30% of final grade:** Another 30% of the grade is a 15-minute presentation on one of the topics outlined in the schedule below (also on the wiki). You can either present the assigned readings for that day or go more in depth about a topic of interest. The presentation can be related to your final project. If you have an interest and are not sure where it would fit in on the schedule (e.g. sculpture, religion, warfare), please get in touch and we will be happy to help you find readings and an appropriate time to present. Otherwise, if you know the day you want to present, then place your name beside that day by editing the wiki. You can present on discussion days as well. Please do this by Wednesday of next week.

Ideally your presentation will make use of images and present either your own argument on a topic or an author’s argument and your opinion of it. Be as focused as possible – present one argument and not simply a scattered reflection of ideas loosely related to a topic, or else simply a summary of an author's paper. You may talk for the full 15 minutes or you can build some

discussion questions into your presentation for the class. You may also find your own article(s) on your presentation topic or ask for guidance and we will be happy to assist you.

3. **Final Project, 40% of final grade:** this can be on whatever topic you choose dealing with the archaeology of Greece. The final project can be as straightforward as a research paper or can use more dynamic media, based on the student's interests and strengths. It can be on the same topic covered in the Presentation Assignment, if the student chooses.

Some ideas for presentation formats, beyond a standard research paper:

- A mock museum catalogue of artifacts based around one of the major themes of the course
- An online presentation (i.e. using a program such as Prezi)
- A review paper of a special topic in Greek Archaeology (this might be useful for students preparing for a senior thesis in Classics or Archaeology)

We will talk about all of the course requirements in class; as always, feel free to get in touch before or after class, by email, or during office hours if you have any further questions.

#### **Missed discussion and late assignment policies:**

- As indicated above, the way to make up a missed discussion is to either come to office hours to discuss the topic missed or hand in a 2-page double-spaced write-up of the discussion topic. Do not just summarize the readings – please take a more analytical approach to the topic and pick out one or two major issues to discuss, just as we will be doing in the actual discussion
  - You can miss (and make up) a maximum of TWO discussion days. If you think you will miss any more this quarter, please get in touch with us ASAP.
  - Please hand in your discussion make-up assignment or come to office hours no later than ONE WEEK after the missed discussion
- For late assignments (namely, the final project and discussion make-up assignments), we will be taking off 10% of the grade per 24 hours of lateness. If there is an extreme reason for lateness (i.e. medical or family issue), please get in touch ASAP.

#### **Students with documented disabilities:**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible, since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 650-723-1066).

## V. Schedule of lectures and discussions:

### Week 1: Orientations (Sept. 22, 24, 26)

- **Sept. 22nd:** Introduction to the course – themes, assignments, course structure, wiki
- **Sept 24th:** What is “Classical Archaeology”? (**Readings:** Whitley, Chapter 1)
- **Sept 26th:** The Mediterranean world: geography, ecology, and culture between Africa, Europe, and the Near East (**Readings:** Morris & Powell Chapters 1-2)

### Week 2: Minoans and Mycenaeans (Sept. 29, Oct. 1, Oct. 3)

- **Sept. 29th:** “The Minoans and the idea of the Bronze Age” (**Readings:** Biers, Chapter 2; Preziosi introduction)
- **Oct. 1st:** “Mycenaeans and the palace economies” (**Readings:** Biers, Chapter 3)
- **Oct. 3rd:** “The sea peoples and the end of the bronze age” (**Readings:** Selection from Brewer & Teeter and also brief overview in Pedley, posted on website)

### Week 3: The Bronze-Iron Age Transition (Oct. 6, 8, 10)

- **Oct. 6th:** “Sources for the Bronze Age” (**Readings:** Homer, Linear B, posted on website) (DISCUSSION)
- **Oct. 8th:** “Iron Age Greece: Continuities and Discontinuities - the Age of Opportunity” (**Readings:** Whitley, chapters 4 & 5)
- **Oct. 10th:** “Was there a Greek ‘Dark Age?’” (DISCUSSION; **Readings:** Take a look at this website from Vassar College on the Dark Ages and the important site of Toumba at Lefkandi: [[http://faculty.vassar.edu/jolott/old\\_courses/crosscurrents2001/Lefkandi/darkages.htm](http://faculty.vassar.edu/jolott/old_courses/crosscurrents2001/Lefkandi/darkages.htm)]; readings from Papadopoulos and Morris)

### Week 4: Communities Reorganized in an Age of Opportunity (Oct. 13, 15, 17)

- **Oct. 13th:** “Greek renaissance after the Dark Ages” (**Readings:** Selections from Snodgrass, Morris: <https://www.princeton.edu/~pswpc/pdfs/morris/120507.pdf>)
- **Oct. 15th:** “Greek colonies and trading networks across the Mediterranean: Culture Contact and Syncretisms” (**Readings:** Selections from “Assyria to Iberia at the Dawn of the Classical Age”)
- **Oct. 17th:** “Colonization?” (DISCUSSION; **Readings:** Peter Van Dommelen, “Colonialism and Migration in the Ancient Mediterranean”; SKIM Tsetskhladze; OPTIONAL Osborne)

### Week 5: The Greek Polis (Oct. 20, 22, 24)

- **Oct. 20th:** “The growth of cities and market places: the Athenian Agora” (**Readings:** Whitley, Chapter 8)
- **Oct. 22nd:** “Art, narrative, and monumentality”(DISCUSSION; **Readings:** Whitley, Chapter 9)
- **Oct. 24th:** “The Greek cities of Asia Minor” (**Readings:** Greaves, Prologue and Chapter 1, posted on wiki)

**Week 6 Cities, Alliances and Empires (Oct. 27, 29, 31)**

- **Oct. 27th:** “Classical Athens and the fruits of empire; Classical art” (**Readings:** Selections from Pollitt and Biers, posted on wiki)
- **Oct. 29th:** “An archaeology of democracy” (DISCUSSION; **Readings:** Selections from Winckelmann; Whitley, Chapter 13, article by M. Cool Root, posted on wiki)
- **Oct. 31st:** “Sicily and the west” (**Readings:** Selections from Holloway, posted on wiki)

**Week 7 Macedonia and Alexander (Nov. 3, 5, 7)**

- **Nov. 3rd:** “The warrior retinue and the Macedonian state” (**Readings:** selections from Ashmolean Museum Catalogue, posted on wiki)
- **Nov. 5th:** “The Persian empire conquered and the spread of Greek culture” (**Readings:** website, Bianchi - optional: Stephens & Greene, et al.; Empereur - posted on wiki)
- **Nov. 7th:** “Olynthus” (DISCUSSION; **Readings:** Selections from Nicholas Cahill and optional: Nevett)

**Week 8: The Riches of the Hellenistic world (Nov. 10, 12, 14)**

- **Nov. 10th:** “The Hellenistic kingdoms of Asia Minor and the East” (**Readings:** Morris & Powell, Chapters 23 and 24)
- **Nov. 12th:** “The Greeks in Afghanistan and India” (**Readings:** selections from the catalogue *Afghanistan: Hidden Treasures from the National Museum, Kabul*)
- **Nov. 14th:** “Hellenistic Art and Architecture” (DISCUSSION **Readings:** Selections from Pollitt)

**Week 9 Roman Greece (Nov. 17, 19, 21)**

- **Nov. 17th:** “Rome’s advantage and ascendancy” (**Readings:** Morris & Powell, Chapter 25)
- **Nov. 19th:** “The Greek east after the Roman conquest” (**Readings:** Selections from Alcock)
- **Nov. 21th:** Final projects (DISCUSSION – be prepared to discuss your final project outline in class)

**Thanksgiving break**

**Week 10 Summing Up (Dec. 1, 3, 5)**

- **Dec. 1st:** “Reception of the archaeology of Greece” (**Readings:** Hamilakis and Marchand)
- **Dec. 3rd:** “New approaches in the archaeology of Greece”
- **Dec. 5th:** DISCUSSION (No readings -- wrap-up, come up with 3 things you’ve learned)