

# Greek Archaeology

## CLASS 1610

Dr. Carrie L. Weaver ([clweaver@pitt.edu](mailto:clweaver@pitt.edu))

Summer 2018

### Course Description:

This course introduces students to the archaeologist's task of bringing lost societies back to light through the study of their physical remains and material culture. From the search by aristocrats and antiquarians for ancient sites known only in myth and legend, the practice of archaeology has developed over the last 150 years into a rigorous academic discipline. By studying ancient Greek art, architecture, inscriptions, burials, coins, and the many everyday objects that survive from antiquity, archaeologists are able to shine light on details of Greek society that are often totally inaccessible from the surviving literary and historiographical record: details of the ancient economy, for example, the political processes of individual city-states and their varying cults and religious rituals, as well as the everyday lives of ancient Greeks from all classes and backgrounds. For over a century, classical archaeologists have developed scientific methods of identifying, studying, documenting, and preserving cultural heritage sites throughout the Mediterranean, and we have pioneered a variety of digital approaches including 3D scanning and printing, GIS and text-image mapping. The course begins with an examination of the archaeology of the Bronze Age (ca. 3000-1100 BCE) and presents a survey of the Archaic, Classical, and Hellenistic periods (1100-31 BCE), as well as a history of the archaeological discipline itself from the nineteenth century to today.

### Course Objectives:

By the end of this course, students will be able

- 1) to recognize and date ancient Greek monuments and artifacts;
- 2) to use archaeological vocabulary to describe their features;
- 3) to recount the development of the Greek states and sanctuaries from their archaeological record;
- 4) to discern and interpret symbolic meaning in Greek material culture;
- 5) to reconstruct (using archaeological and written sources together) details of ancient social, political, economic, and religious life.

### Texts:

Ellen Grady. 2017. *Blue Guide: Sicily*, 9<sup>th</sup> edition. New York: W.W. Norton & Co. ISBN: 9781905131747. Price: \$26.95

James Whitley. 2013. *The Archaeology of Ancient Greece*. Cambridge: Cambridge University Press. ISBN: 9780521627337. Price: \$49.99

**Assessments:**

*Pitt in Sicily Blog:* Our Pitt in Sicily Blog will serve as our link to the community back in Pittsburgh and with the general public. It is also an opportunity for you to develop your interests and writing skills. Students will take turns posting entries daily after excursions, discussing aspects of ancient Greek archaeology relevant to the week's topics, and presenting on sites, objects, and other topics of interest to them. Make sure you indicate which course you are writing for (Literature or Archaeology).

*Pitt in Sicily Daybook:* At the end of each day of the program, students will have the opportunity to compose a handwritten account of the day's activities. This may take many forms: a response to or summary of a lecture/discussion/excursion, an exploration of a topic from class, notes or highlights from a site and/or museum visit. Make sure you indicate which course you are writing for (Literature or Archaeology).

*On-Site Presentation:* You will be asked to select a topic that interests you, from the syllabus or in consultation with me. On the day of your presentation, you will present a critical analysis (10-15 minutes) of a site or monument, and lead a class discussion for 10-15 minutes.

*Site Worksheets:* For each site that we will visit, you will have a distinct worksheet to complete. Most of these will be two sided: one side will assess your assigned readings in the textbook, in the *Blue Guide*; the other side will ask thematic, interpretive questions about the site itself.

*Museum Worksheets:* For each of the four museums that we will visit only once (Naxos, Aidone, Gela, Agrigento), you will have a brief, but unique worksheet to complete. Like the site worksheets, these will also be two-sided: one side will ask general factual questions about your readings in the *Blue Guide*; the other side will ask you to interact with the museum's collections in various ways.

*Paolo Orsi Museum Activities:* Since we are visiting the Paolo Orsi Archaeological Museum three times, we will have three distinct worksheets reflecting your growing familiarity with the collection and knowledge of archaeological methods and art historical vocabulary. The first week, we will have a scavenger hunt; in week two, a closer study of thematically related objects; and in week three, you will be asked to choose an favorite object (or small group of objects) and present it (in 10-15 minutes) to the class.

## **Grading:**

This class will employ a version of **specifications grading**: all work will be graded as a high-standards pass/fail (B= pass). “Pass/fail” connotes “satisfactory/unsatisfactory,” or more accurately “done/not done.” If you get a 75% on a worksheet or activity, you aren’t “done” studying. Written feedback will indicate only if you pass or fail, and your final grade will depend on how much work you successfully complete during the term. Failure to meet “minimum” expectations will result in an incomplete “G” grade, although instructor reserves the right to give an outright “F” when clear evidence exists of <60% effort.

### **Minimum Expectations (= “B”):**

- Attend all lectures and excursions
- Complete all 3 “Paolo Orsi” worksheets
- Complete 1 blog post and 1 daybook entry
- Complete 1 additional museum worksheet
- Complete 6 site worksheets
- 1 on-site solo presentation

### **Average Expectations (= “B+”):**

- Attend all lectures and excursions
- Complete all 3 “Paolo Orsi” worksheets
- Complete 1 blog post and 1 daybook entry
- Complete 1 additional blog post *or* daybook entry
- Complete 2 additional museum worksheets
- Complete 7 site worksheets
- 1 on-site solo presentation

### **High-Average Expectations (= “A-”):**

- Attend all lectures and excursions
- Complete all 3 “Paolo Orsi” worksheets
- Complete 2 blog posts and 2 daybook entries
- Complete 3 additional museum worksheets
- Complete 8 site worksheets
- 1 on-site solo presentation

### **Exceeding Expectations (= “A”):**

- Attend all lectures and excursions
- Complete all 3 “Paolo Orsi” worksheets
- Complete 2 blog posts and 2 daybook entries
- Complete all 4 additional museum worksheets
- Complete all 9 site worksheets
- 1 on-site solo presentation
- Write a 1-page reflection after the end of the program

# Masterpieces of Greek and Roman Literature

## CLASS 0100

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Summer 2018

### Course Description:

Is there a pattern of human behavior? Personal vendetta or law-court justice? What limits must the state observe towards the individual and vice versa? These are central questions in early European literature, and they have never lost their relevance. The course starts out with the laborious homecoming of Odysseus after the siege of Troy (Homer's *Odyssey*), then moves on to the heroic lyrics of Pindar, poems written in celebration and commemoration of victorious athletes. We then turn to the quest for justice in Aeschylus' *Oresteia*, a tragic trilogy illustrating the dangers of vendetta and charting the development of democratic jurisprudence. Our final selections consider mankind's place in history (Thucydides), before turning to the confrontation between philosopher and community: Socrates, depicted by his student Plato (*Apology*, *Crito*, *Phaedo*). The masterpieces of Classical Greek literature engage their readers not only through their stimulating and insightful depictions of the human condition, but also through their diverse and idiosyncratic forms. Analyzing the formal elements is a major objective of this introductory course. Students will acquire basic skills necessary for reading both ancient and later literatures, and will develop skills in analysis, discussion, and exposition. All texts are read in English translations.

### Course Objectives:

By the end of this course, students will be able

- 1) to recognize, date, and summarize major works of ancient Greek literature;
- 2) to use the vocabulary of literary criticism to describe their distinguishing features;
- 3) to use the vocabulary of literary criticism to describe ancient literary genres, including Homeric epic, epinician, tragedy, comedy, historiography, and philosophy;
- 4) to discern and interpret symbolic meaning in Greek literature;
- 5) to reconstruct (using written sources together with archaeological) details of ancient Greek cultural life.

### Required Texts:

*Odyssey*, by Homer, translated by Stanley Lombardo (Hackett, 2000). ISBN: 0872204847. Price: \$16.00

*The Complete Odes* (Oxford World's Classics), by Pindar, translated by Anthony Verity (Oxford, 2008). ISBN: 0199553904. Price: \$6.60

*Aeschylus: The Oresteia*, by Aeschylus, translated by Peter Meineck (Hackett, 1998). ISBN: 0872203905. Price: \$13.00

*The Peloponnesian War* (Oxford World's Classics), by Thucydides, translated by Martin Hammond (Oxford, 2009). ISBN: 0192821911. Price: \$19.95

**Assessments:**

*Engagement and Participation:* This is a discussion seminar whose goal is the interpretation of literature. Participation by everyone in class is vital to its success. There are many forms of participation—asking questions about the texts, volunteering to read and provide commentary, sharing your observations and reactions, or offering interpretive suggestions based on your own knowledge and library of experiences. Every day I will carefully keep track of your contributions and offer feedback as the discussion develops.

*Pitt in Sicily Blog:* Our Pitt in Sicily Blog will serve as our link to the community back in Pittsburgh and with the general public. It is also an opportunity for you to develop your interests and writing skills. Students will take turns posting entries daily after excursions, discussing aspects of Sicilian cultural heritage relevant to the week's topics, and presenting on sites, objects, texts, and other topics of interest to them. Make sure you indicate which course you are writing for (Literature or Archaeology).

*Pitt in Sicily Daybook:* At the end of each day of the program, students will have the opportunity to compose a handwritten account of the day's activities. This may take many forms: a response to or summary of a lecture/discussion/excursion, an exploration of a topic from class, notes or highlights from a site and/or museum visit. Make sure you indicate which course you are writing for (Literature or Archaeology).

*Presentation:* You will be asked to select a text or author that interests you from the syllabus or in consultation with me. On the day of your presentation, you will present a critical analysis (10-15 minutes) of a selected passage or text and lead a class discussion for 10-15 minutes.

*In-Class Writing Prompts:* Most classes will have time set aside to respond to writing prompts that will require you to think critically about, and reflect upon, reading assignments.

*Exploratory Writing Assignments:* At the beginning of each week, there will be a selection of interpretive questions for you to consider as you complete the readings. At the end of the week, you will be asked to choose one question and write a short (700-800 word) exploratory essay in response.

## Grading:

This class will employ a version of **specifications grading**: all work will be graded as a high-standards pass/fail (B= pass). “Pass/fail” connotes “satisfactory/unsatisfactory,” or more accurately “done/not done.” If you get a 75% on a worksheet or activity, you aren’t “done” studying. Written feedback will indicate only if you pass or fail, and your final grade will depend on how much work you successfully complete during the term. Failure to meet “minimum” expectations will result in an incomplete “G” grade, although instructor reserves the right to give an outright “F” when clear evidence exists of <60% effort.

### *Minimum Expectations (= “B”):*

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 1 blog post and 1 daybook entry
- Answer 26 in-class writing prompts
- Complete 1 exploratory essay
- 1 in-class presentation (10-15 minutes)

### *Average Expectations (= “B+”):*

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 1 blog post and 1 daybook entry
- Complete 1 additional blog post *or* daybook entry
- Answer 28 in-class writing prompts
- Complete 2 exploratory essays
- 1 in-class presentation (10-15 minutes)

### *High-Average Expectations (= “A-”):*

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 2 blog posts and 2 daybook entries
- Answer 30 in-class writing prompts
- Complete 3 exploratory essays
- 1 in-class presentation (10-15 minutes)

### *Exceeding Expectations (= “A”):*

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 2 blog posts and 2 daybook entries
- Answer 32 in-class writing prompts
- Complete 4 exploratory essays
- 1 in-class presentation
- Write a 1-page reflection after the end of the program

