UGS 303 The Parthenon Throughout the Ages.
Dr. Nassos Papalexandrou (papalex@mail.utexas.edu). Teaching Assistant: Leticia Rodriguez (lrod13@gmail.com)

Lecture: WF 2-3, DFA 2.204. Discussion section: M 1-2(#64140), 2-3(#64145), 3-4(#64150) MAI 220C. Office hours: DFA 2.112, F 12-2 or by appointment. Tel. 471 5021,

Course Description/Structure/Objectives
Admit it! You have known about the Parthenon since your early years in elementary school. You probably take for granted its coveted role as the iconic monument of western civilization. You may also be aware that the monument is at the center of a cultural controversy evolving around the fate of its architectural marbles at the British museum. This class will center on the Parthenon in order to unravel its mystique, its history, its contemporary relevance and the implications of the various debates around it. Our working premise will be that no understanding of the value of the Parthenon is possible unless one is aware of the various functions the monument embodied throughout its history. Moreover, the monument offers itself as a most appropriate portal to the core ideas of western civilization, to classical culture, and its contemporary relevance or lack thereof. Our class will address debates ranging from “Who owns the past?” and “Why does the past matter?” to “What is an honest restoration of a historical monument?” and “What is a just solution to the Elgin Marbles controversy?” even as it introduces disciplines and methodologies for studying the past and creations like the Parthenon. Our inquiry or preparation for debates will take us to various resources around the UT campus whereas discussions in class will center on directed reading and writing assignments. No matter what we all decide about the value of the Parthenon in the contemporary world, or the outcome of the contemporary debates, studying it is fun!

The structure of the course involves two hourly lectures and one hourly discussion section per week. Discussion sections focus on particular problems that may relate to themes introduced in the lecture or they may be independent from the lecture. Your active engagement with both components of the class is a quintessential prerequisite for your success in this class.

Grading requirements:
Class participation (lectures and discussion section): 30%
Writing Assignments: 30% (5+25, see below)
Exams: 40% (2x20%)

ATTENTION: ALL components of your grade have to be met successfully so that you get a passing grade in the class.

Attendance: Except for the sessions designated below, attendance is mandatory only for discussion sections but I do expect your active participation (attendance, discussions etc) in the lecture component of the class as well. You are responsible for notifying me and Leticia Rodriguez in advance about absences from discussion sections and mandatory lectures (please submit a doctor’s notice or other appropriate documentation explaining your absences) Unexcused absences will affect your grade (25% of a letter
grade for the first unexcused absence, 50% for the second, double that for the third, and so on). The exact breakdown of your grade is as follows:

**Participation in class discussions and class-related events:** 30%. Active engagement with class proceedings, alertness, and diligence in contributing to class discussions are essential for success in this class. You are expected to be well-prepared for short presentations in class or other assignments. **I take it for granted that you are recipients of my e-mail messages throughout the semester.**

**Writing assignments:** 30%. My grading criteria overall for written assignments are: (overall effort: 20%, responsiveness to instructions/completeness/clarity/organization 20%, content/ideas: 30%, grammar/syntax/spelling/punctuation: 30%). **Note that overdue assignments will affect your grade: 25% of a letter grade for each day of delay.** On the nature of the writing assignment, read these directions: (always submit a hard copy in the classroom the day the assignment is due):

A. **Short essay (5%: one single-spaced page, 12pt font):** a guided response to a discussion section assignment (deadline early in the semester, specific TBA).

B. **Formal essay (25%: 6-8 double-spaced pp. 12pt font without bibliography).** You will have to select one of numerous creative options that will be made available to you in the form of detailed instructions on FEBRUARY 15. The due date is MARCH 30 (no exceptions!!). The creative options will include e.g. a book report, a rigorous analysis of the strengths and weaknesses of an argument (scholarly article), a report on a piece of sculpture (e.g the Blanton casts), and so on. If you have special interests or you want to put your special talents to work (artists, engineers, computer specialists etc), you have to talk to me by February 1. I am willing to guide you through this learning process throughout the semester!

**Exams:** 40%. Mark the dates: March 11 and May 4. You will have to respond to one or two essay questions related to content discussed in lectures, discussion sections, or assigned readings. You are responsible for content provided in all these components of the class.

**SPRING 2011 University Lecture Series:** Registering for UGS course automatically entails your obligation to attend at least one of the University Lecture Series. Go to http://www.utexas.edu/ugs/uls/2011/spring, and plan ahead. You will be expected to report either aurally or in writing about the content and the issues raised in the ULS. I also recommend the following:

* Sue Alcock, Brown University: “Putting Petra in Landscape Mode: Alternative Archaeologies at a Wonder of the World.” Friday, January 21, 4pm, MEZ 1.306.
* N. Papalexandrou, “Forgotten Antiquities: Diplomatic Gifts and their Agency in Post WWII Relations between Greece and the USA.” February 23, 8pm, ART 1.110.
* Roberto Nordi, “The Roman City of Zeugma (Turkey) Conservation Project” April 6, 8pm, ART 1.110.

**Textbook:** Mary Beard, *The Parthenon* (Harvard University Press: Cambridge, Massachusetts, 2003). Purchase on your own (e.g. from Amazon), you are expected to
have your own copy by Feb. 1. Also essential weekly readings will be available in pdf files downloadable from course site at ERES (password protected)

**Schedule/Reading Assignments (subject to changes):** Note that the readings pertain to the lecture component of the class. For discussion section preparation you will be receiving instructions and assigned readings on a weekly basis.

**JANUARY**

Week 1: Intro/the problems.
Read: Beard 1-22 [available in ERES until you get your own copy]
19  Introduction/Organization

Week 2: Background.
Discussion section: *Parthenon* by Costas Gabras—discussion.
Read: Mee and Spawforth (ERES).
26  A brief survey of Greek civilization: The Environment-History
28  The recent and current restoration work on the Parthenon (*projection of: Secrets of the Parthenon*) [ATTENDANCE MANDATORY]

**FEBRUARY:**

Week 3: Background continued.
Discussion section: Parthenon casts at the Blanton Museum and Starke Center: debating their value
Read: Bremmer in ERES
2  A brief survey of Greek Culture
4  Athena’s city: An overview

Week 4:
Discussion section: Resources for the study of the Parthenon at the Classics Library.
9  Sources for the study of the Parthenon-Ancient
11  Sources-Ancient

Week 5:
Discussion section: 19th c. photographic portfolios at HRC: the role of photography.
Read ANDREWS and DUNCAN, MARINATOS in ERES
16  Sources-Modern
18  What is a sanctuary? The sacred landscape of the Acropolis

Week 6:
Discussion section: Writing workshop.
23  What is a temple?
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MARCH
Week 7:
Discussion section: **Competing interpretations of Parthenon’s iconography**
Read: POLLITT and BARRINGER in ERES
2 The Parthenon in social and historical context
4 Looking at Metopes-Pediments-frieze

Week 8:
Discussion section: **Review**
Read: Review Pausanias above (ERES)
9 Athena Parthenos
11 **ATTENTION: HOURLY EXAM!!**

SPRING BREAK

Week 9:
Discussion section: **Classical Architecture on Campus: “God is in the details.”**
23 Parthenon as a Christian cathedral-pilgrimage site
25 Parthenon as a mosque

APRIL
Week 10
Discussion Section: **The church and the mosque? Multiple careers and today’s dilemma.**
30 Restoration-Preservation: history
1 Restoration-Preservation problems and principles

Week 11:
Discussion section: **Preparation for debate: review of principles, ethics, and limits.**
Read: Economakis 1994, 86-87 (*International Charter for the Conservation and Restoration of Monuments and Sites*), 89-91 (Ch. Bouras, “The International Charter of Venice and the Restoration of Classical Buildings”), 193 (Questionnaire to the participants of the third international meeting for the conservation of the Acropolis Monuments) [ERES=ECONOMAKIS]
6 Debating restoration [ATTENDANCE MANDATORY]
8 Debating restoration continued [ATTENDANCE MANDATORY]

Week 12:
Discussion: **Who owns Antiquity? Archaeologists versus Museums**

13 British Museum and the Parthenon Marbles
15 The New Acropolis Museum

Week 13:
Discussion section: Museological debates: compare and contrast the British Museum and the New Acropolis Museum.
Read: Yalouri in ERES.

20 The Parthenon as a symbol of Greek identity and world icon
22 NO CLASS

Week 14
Discussion Section: preparation for debate.
Read: Beard 155-181; also: materials in The British Museum web-site, the Greek Ministry of Culture site, and the British Committee for the Restitution of the Parthenon marbles site, see links below and my detailed instructions

27 Debate [ATTENDANCE MANDATORY]
29 Debate [ATTENDANCE MANDATORY]

MAY
Week 15:
Discussion section: review and discussion for review exam of May 4.

4 ATTENTION: HOURLY EXAM.
6 Conclusion: Is the Parthenon worth arguing about?

Readings available at ERES (Electronic Reserves) [subject to changes]:
Reference:

Readings (see above):
Barringer, J. M. Art, Myth, and Ritual in Classical Greece (Cambridge 2008) excerpts
Bremmer, Jan, “What is a Greek Myth?” In J. Bremmer ed., Interpretations of Greek Mythology (London and Sydney1987) 1-9
Cohen, “Deconstructing the Acropolis” AJA 114.3 (2010) 745-753
Pollitt, J. J. *Art and Experience in Ancient Greece*, excerpts.

Attention: I will provide more resources (bibliographic, data-bases, etc) in documents posted in ERES for this class. I will also be distributing hand outs etc. on a regular basis. It is your responsibility to keep up with these developments in the class.

**USEFUL SOURCES ON THE WEB:**

Acropolis Restoration Project:

The official Greek position on the restitution of the Parthenon marbles at the British Museum:
http://odysseus.culture.gr/a/1/12/ea120.html

The official position of the British Museum in London regarding the claims of the Greek state:
http://www.thebritishmuseum.ac.uk/the_museum/news_and_debate/debate/parthenon_sculptures/facts_and_figures.aspx

The official position of the British Committee for the restitution of the Elgin Marbles to Greece
http://www.parthenonuk.com

**TIPS FOR IMPROVING YOUR WRITING SKILLS:**

*Visit Dr. Papalexandrou’s or Leticia Rodriguez’s office hours and seek help, feedback, clarification, tips for strategies etc.! Most importantly consult with:

The Undergraduate Writing Center
http://uwc.utexas.edu

This site provides information about the many and varied services of the Undergraduate Writing Center. For example:

• The UWC provides individual, professional advice on all aspects of writing to UT undergraduates on a drop-in basis or by appointment.
The UWC website also includes thirty-four “hand-outs” for students covering topics such as “Creating a Strong Thesis,” “Introductions and Conclusions,” “Passive Voice.” You may want to make use of these handouts to improve your writing skills and to find solutions for correcting commonly repeated mistakes. You can see this list and these handouts at this address:
http://uwc.utexas.edu/handouts

INSTRUCTIONS FOR ACCESSING ELECTRONIC RESERVES (ERES):

1. Point your browser to the UT Libraries main site: http://www.lib.utexas.edu
2. Click on “Library Services” and scroll down to “Reserves”.
3. Click on “Find” under Students on the left hand column under “Electronic Reserves”
4. Search for instructor “Papalexandrou.”
5. Click on “UGS 303”
6. enter password (to be announced in class)
7. you are now able to open, download, print, and save to your computer the docs posted in ERES for this class.

Also please be informed that visual or other materials are going to be posted on Blackboard for this class.

INFORM YOURSELVES ABOUT ACADEMIC DISHONESTY: Be a good citizen and learn what to avoid and how. If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism. Sometimes academic dishonesty is unintended, yet still punishable. Learn how to avoid mistakes by starting at:

http://deanofstudents.utexas.edu/sjs/scholdis.php

Please take note of the following:
1. Students with disabilities: The U of T at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.
2. Missed work due to religious holy days: A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given the opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified the instructor. It is the policy of the U of T at Austin that the student must notify the instructor at least fourteen days prior to the classes scheduled on dates she or he will be absent to observe a religious holy day. For religious holy days that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student will not be penalized for these excused absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.