

UGS 303 Difficult Dialogues- The Parthenon Throughout the Ages (*Writing flag) #64075

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Meetings: T-Th 3:30-5:00, DFA 2.204 (or other designated space, see below) Office hours: DFA 2.112, T 10-12 or by appointment. Tel. 471-5021. Leticia Rodriguez Hinojosa: Office hours T 5-5:30 (DFA 2.530); W 11:15-12_15 (space TBA).

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 weekly sessions (T-Th 3:30-5:00), which regularly involve lectures, discussion on readings or other assignments, and writing workshops. Discussions 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 all components of the class is a quintessential prerequisite for your success in this class.

Grading requirements:

Class participation: 35% (involves active participation in class discussions, planning of debates, debates, writing workshops and all class-related activities including attendance of at least one of the Univ. Lecture Series. You are also expected to be informed about proceedings in the class throughout the semester).

Active participation in class discussions: you are expected to come to class having read closely and critically the assigned readings. I presume that all of you will be ready to engage, prompted by me or on your own, in class discussions. If you feel uncomfortable speaking out loud in public, do get over it: Longhorns are not shy. I am willing to work with you on this, just be proactive in initiating contact with me.

Planning of debates: A great part of the planning of class proceedings will be in your hands under my and my assistant’s supervision. I expect you to be actively involved. Please be forthcoming with ideas, suggestions, take initiatives etc.

Debates: You performance in debates will depend on how much in tune you are with the class and its proceedings. I do not expect rhetorical eloquence from you but signs of active engagement. Thinking critically involves by default the capacity to act according to your views and convictions—comfort with speaking ability will come with practice.

Writing Assignments (see exact breakdown below):

First Writing Assignment: 10%

Find a book exercise: 5%

Find an article exercise: 5%

Second Writ. Assignment: 10%

Research paper: 35% [initial statement (due 9/22): 10%; first draft (due 10/20): 15%; final (due 11/15): 10%].

The breakdown of grading criteria for writing assignments is:

Overall effort: 10%

Responsiveness to instructions: 10%

Clarity of organization/structure: 20%

Content/ideas: 30%

Grammar/syntax/spelling etc 30%

See below for due dates, process, important dates, and nature of assignments.

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

Attendance: is mandatory and is going to be monitored throughout the semester. You are responsible for notifying me in advance about absences (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). You are not going to be penalized for excused absences but it is up to you to take steps to make up for missed work.

FALL 2011 University Lecture Series: Registering for UGS course automatically entails your obligation (mandated by the University) to attend at least one of the University Lecture Series. Look for announcements at <http://www.utexas.edu/ugs/uls>

You will be expected to report orally and in writing about the content and the issues raised in the ULS you attend. Exact schedule TBA. **Dates: Sept. 12 and 13. I will also be recommending lectures of interest throughout the semester.**

Textbook: Mary Beard, *The Parthenon* (Harvard University Press: Cambridge, Massachusetts, 2003 or most recent edition). Purchase on your own (e.g. from Amazon) or at the Coop, you are expected to have your own copy by Sept. 1. Also essential weekly readings will be available in pdf or word files downloadable from Blackboard site for this class.

Blackboard access: Point your browser to <http://courses.utexas.edu>

SCHEDULE

Schedule/Reading Assignments (subject to changes: I reserve the right to modify assignments, cancel them or even expand them, depending on the performance of the class. So, look out for announcements throughout the semester):

Week 1: Intro/the problems.

Aug 25 Introduction/Organization/Who owns the past? Why bother? An international problem.

***Parthenon* by Costas Gabras—discussion.**

Week 2: Background (Read: Beard 1-22)

Aug 30 Viewing: The recent and current restoration work on the Parthenon (**projection of: *Secrets of the Parthenon*: watch carefully, take notes, then reflect on both content and its presentation**)

ASSIGNMENT (first writing assignment): Write a critical review of the documentary: Two pp. (front and back of one piece of paper, double-spaced, 12pt. font, 1-inch margins. **Hard copy due at the classroom Sept. 1 (no exceptions).**

SEPTEMBER

1 Introduction to the Undergraduate Writing Center/ A brief survey of Greek civilization: The Environment-History. Discussion of *Secrets of the Parthenon*.

ASSIGNMENT: No writing: instructions for study on your own at the Blanton between Sept. 2 and Sept. 5. posted in Blackboard.

Week 3: **Parthenon casts at the Blanton Museum and Stark Center: debating their value**

Read: <http://collegerelations.vassar.edu/2006/2252/> (on plaster casts in a university collection)

6 Class meets at the Blanton museum

ASSIGNMENT: Find a book exercise: hard copy due Sept. 8 at the classroom (instructions posted on Blackboard for this class).

8 Class meets at the Stark Center/then at DFA 2.204: **WRITING WORKSHOP (discussion of film review assignment)**

ASSIGNMENT: make corrections, edit, and resubmit film review assignment (due Sept. 13).

IMPORTANT DATE: term paper topic options posted in Blackboard. Between now and Sept. 22 (see below) you explore your options, collect bibliography, consult with instructor and/or Leticia Rodriguez Hinojosa.

Week 4: **Resources for the study of the Parthenon in the CLASSICS LIBRARY.**

Read: Pausanias' Description of the Acropolis: PAUSANIAS' ACROPOLIS; Plutarch *Perikles* 13.6-7, 13.14; Beard 23-48.

13 Class meets in **Classics Library (Waggener Hall, 1st floor)**

ASSIGNMENT: Find an article exercise. Instructions posted on Blackboard. Due Sept. 20.

15 Class meets in Classics Library again.

ASSIGNMENT: (second writing assignment). Special instructions posted on Blackboard (several steps involved). Bring hard copy to class on Sept. 22.

Week 5: Sources/Sanctuaries/**Writing Workshop/Information Literacy workshop**

Read: ANDREWS and DUNCAN

20 Sources-Ancient-Modern, Primary/Secondary

22 **Information Literacy Workshop: Class meets at PCL 1.339**

IMPORTANT DATE: Deadline for COMMITTING yourselves to term paper topic. Submit one page explicating your choice, the reasons for your selection, the steps you have taken so far to familiarize yourselves with the topic and what it requires, the steps you intend to take to pursue research on your topic, and an initial bibliography of books and articles.

Week 6: Temples and photographs

Read: BURKERT 1988; MARINATOS in ERES; Beard 117-153.

27 What is a *temple*?

29 **19th c. photographic portfolios at the Harry Ransom Center: looking at photography. Class meets at the Harry Ransom Center, first floor (please arrive early).**

OCTOBER

Week 7: Parthenon essentials: architecture/decoration

Read: Ling 2000; review Beard 117-153.

4 The Parthenon in social and historical context/architecture

6 Looking at Metopes-Pediments-frieze

ASSIGNMENT: Second Written Assignment edited and corrected due.

Week 8: No proceedings in the classroom.

11 Mid-semester consultation with instructor on your progress (one-to-one meetings in DFA 2.112)

13 Mid-semester consultation with instructor on your progress continued (one-to-one meetings in DFA 2.112)

Week 9: Churches and mosques: multiple careers and today's dilemma

Read: Papalexandrou in <http://bmcr.brynmawr.edu/2009/2009-12-18.html> (review of Kaldellis, *The Christian Parthenon*); Beard 49-81

18 Parthenon as a Christian cathedral-pilgrimage site

20 Parthenon as a mosque

IMPORTANT DATE: FIRST DRAFT OF TERM PAPER DUE TODAY(=OCTOBER 20). SUBMIT HARD COPY TO INSTRUCTOR.

Week 10: Restoration/Preservation: Background discussion

Read: <http://www.ysma.gr/ysma/Default.aspx?id=104>. Follow links to “interventions completed” “interventions planned” “interventions in process;” Beard 83-115.

25 Restoration-Preservation: history

27 Restoration-Preservation problems and principles. **Preparation for debate.**

NOVEMBER

Week 11: Difficult dialogue-debate: principles, ethics, limits and choices.

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) [Blackboard=ECONOMAKIS]

1 Debating restoration

3 Debating restoration continued

Week 12: Who owns Antiquity? Archaeologists versus Museums

Read: Beard 155-181; Cohen, "Deconstructing the Acropolis" *AJA* 114.3 (2010) 745-753 ; Martin Filler, "Grading the New Acropolis" *The New York Review of Books* vol. 56.14 (2009) 53-56 or accessible at <http://www.nybooks.com/articles/archives/2009/sep/24/grading-the-new-acropolis/>

8 British Museum and the Parthenon Marbles

10 The New Acropolis Museum

Week 13: museological debates: compare and contrast the British Museum and the New Acropolis Museum. What is a museum anyway?

Read:

15 Difficult dialogue/debate

VERY IMPORTANT DATE: term paper final due today (==November 15).

17 Difficult dialogue/debate continued.

Week 14: 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

22 Preparation for debate (classroom)

24 Thanksgiving

Week 15: Difficult dialogue: Who owns the Parthenon and its marbles

Read: Read: Kwame Anthony Appiah, "Whose Culture Is It?" in *The New York Review of Books*, February 9, 38-41, also accessible at

<http://www.nybooks.com/articles/archives/2006/feb/09/whose-culture-is-it/>

29 Debate

Dec. 1 Debate and Conclusion: Is the Parthenon worth arguing about?

Readings to download from Blackboard site for this class/recommended readings:

Reference:

Auth.an. "Glossary of Mythological and Architectural Terms" *The Parthenon*, ed. V. Bruno (New York and London 1996) 322-328.

Readings (see above):

Kwame Anthony Appiah, "Whose Culture Is It?" in *The New York Review of Books*, February 9, 38-41 also accessible on line (see above)

Barringer, J. M. *Art, Myth, and Ritual in Classical Greece* (Cambridge 2008)

Bremmer, Jan, "What is a Greek Myth?" In J. Bremmer ed., *Interpretations of Greek Mythology* (London and Sydney 1987) 1-9

Burkert, Walter, "The Meaning and Function of the Temple in Classical Greece." In M.V. Fox ed. *Temple in Society* (Eisenbrauns: Winona Lake 1988) 27-47

Cohen, "Deconstructing the Acropolis" *AJA* 114.3 (2010) 745-753

Economakis, R. ed. *Acropolis Restoration: the CCAM Interventions* (London 1994) 86-87, 89-91, 134-135, 193

Ling, Roger, "The Sculptures of the Parthenon" in R Ling ed. *Making Classical Art: Process and Practice* (2000) 124-140.

Marinatos, N. "What were Greek Sanctuaries? A Synthesis" In N. Marinatos, R. Hägg eds. *Greek Sanctuaries: New Approaches* (Routledge: London and New York 1993) 228-233.

Mee, Christopher and Antony Spawforth, *Greece: An Oxford Archaeological Guide* (Oxford 2001) pp. 46-57.

Pollitt, J. J. *Art and Experience in Ancient Greece* (Cambridge 1972)

Yalouri, Eleana, *The Acropolis: Global Fame, Local Claim* (Oxford 2001)

Attention: I will provide more resources (bibliographic, data-bases, etc) in documents posted in Blackboard 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:

<http://www.ysma.gr/ysma/Default.aspx?id=104> (official site follow links to interventions completed, in process, planned.

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:

***Top secret: revise, revise, revise (more details in class)**

***Be prepared for writing workshops and put as much effort as you can into your writing assignments. I will be handing out worksheets and instructions throughout the semester. Do work with them, even if you think of yourselves as accomplished writers.**

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

The Undergraduate Writing Center (scheduled introduction on Sept. 1)

<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>

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

ACADEMIC DISHONESTY/PLAGIARISM

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>

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

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.