

## **CHTE355 Plundering Greek Antiquity: Collectors, Museums, and Archaeological Ethics**

**Naxos, Crete, Thessaloniki**

**SUMMER 2023**

**Dr. Zoë Kontes**

### **Course Description**

Who owns the Greek past? Where do the Parthenon Marbles belong and why? Where do Cycladic figurines come from, and why do we know so little about most of them? Is the Getty Kouros an authentic Greek statue? Can we use science to answer this question? If the Euphronios Krater was made in Greece, why is it in Italy (after more than thirty years in the US)? Is looting still happening in Greece? We will contemplate these and other questions in our discussion of the broad range of ethical dilemmas connected to Greek antiquities in the 21st century. We will focus on issues concerning the looting of ancient sites; ethical, political, and legal aspects of the international trade in art objects and antiquities; authenticity and forgery of ancient art and the scientific technologies applied in the analysis of ancient objects; the management of museums and repatriation of cultural property; conservation and preservation of cultural heritage; and the protection of cultural property in armed conflict. No previous knowledge of Greek art and archaeology is required.

### **Course Resources and Activities**

We will get to see firsthand many of the objects associated with our discussions in the National Archaeological Museum of Athens, the Museum of Cycladic Art, the Acropolis Museum, and the Archaeological Museum of Thessaloniki. We will also visit the islands of Naxos and Crete.

This is a discussion course, and it is designed to be interactive. We will be grappling with fascinating but difficult issues, and we will learn by discussing these issues together. The course requires the full and active participation of every student. Students will give short presentations to the group, and be expected to actively engage in the presentations given by their classmates. Each will be responsible for leading class discussion of an assigned reading, and arguing for a particular side in class debates.

### **Learning Objectives**

After taking this course, students will have a new perspective on Greek artifacts they encounter in museums, wherever they are in the world. We will learn to question what we see, what questions to ask, and how to look beyond what is written on an object's label. By the end of the course, students will be able to:

- 1) Understand the ethical, legal and political factors that are involved with the return of cultural property to Greece (such as the "Getty wreath" and the Parthenon marbles)
- 2) Discuss the impact of collectors and the international art market on Greek artifacts (e.g. the Cycladic figurines)
- 3) Consider the effect of forgeries on the antiquities market (e.g. the Minoan "Snake Goddesses")

- 4) Trace the modern histories of artifacts and sites and understand their roles in Greece's cultural heritage
- 5) Debate the fate of cultural property in armed conflict

## Course Requirements

Components contributing to the final grade will be the following:

- Final exam
- A brief midterm essay assignment (see specifications below).
- Short field reports and student presentations when visiting sites and monuments.
- In-class debate.
- Active participation (not merely physical presence, but the expression of critical opinions and contribution to class dialogue) and co-operation with the professor and fellow students.
- 120-150 pages of reading per week. Please note that the weekly reading load varies depending on each week's subject matter and/ or travel load. Readings will be placed on reserve at the CYA library and also on Moodle as .pdf documents or links to websites.

## Grading and Evaluation (also consult course rubrics for assessment criteria for different assignments)

Your grade for this course will be based on the following distribution:

Final exam 40%

Midterm essay 20%

Debate 20%

Leading class discussion/presentations on site 10%

Active participation and contribution 10%

**Class Participation** The course requires the full and active participation of every student.

**Use of Laptops** In-class or on-site use of laptops and other devices is permitted for note-taking, looking up references, etc. Laptop or other device privileges will be suspended if they are not used for class-related work.

**Attendance** Students are expected to report for classes promptly. CYA regards attendance in class and on-site as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately in the Student Affairs Office. The course implements a no-absence policy, except for a medical or other emergency.

**Policy on Original Work** Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. (Check Student handbook, pg. 7)

**Course Outdoors Activities Note** The course field trips might require strenuous physical activity, i.e. a lot of walking in high temperatures, considerable standing, and/ or hill walking. Make sure to wear a hat and sunscreen and stay hydrated during field trips. Snacks are also advised. Certainly, there will be breaks.

**Accommodations for Students with Disabilities** If you are a registered (with your home

institution) student with a disability and you are entitled to learning accommodation, please inform the V.P. for Academic Affairs and make sure that your school forwards the necessary documentation.

## Books, Course Materials, Moodle

All readings will be found on the course eclass in PDF format. We will be working with excerpts from these texts in particular, should you prefer to read them in the library.

Biers, W. *Art, Artifacts and Chronology in Classical Archaeology* (1992)

Fitz Gibbon, K. (ed.) *Who Owns the Past? Cultural Policy, Cultural Property, and the Law* (2006)

Renfrew, C. *Looting, Legitimacy and Ownership* (2000)

Skeates, R. *Debating the Archaeological Heritage* (2000)

Vitelli, K.D., and C. Colewell - Chanthaphonh (eds.) *Archaeological Ethics* (2nd ed.) (2006)

## Class Schedule

*Course schedule, in terms of travels, field study, subjects and readings, may be subject to change to benefit student learning and in keeping up to date with current research*

Class Day	Topic / Readings / Assignments Due
1	<p><b>Introduction to the course; We've lost our marbles, Part I</b></p> <p>Case study #1: Aegina and Bassae Pediments Where are the pedimental sculptures from the Temple of Aphaia on Aegina and the Temple of Apollo at Bassae? How did they get there? Where should they be?</p> <p>Case study #2: Getty Kouros Is this a lost marble? What can we learn from studying this object about connoisseurship and the use of science in authenticating ancient objects?</p>

2	<b>Provenance and provenience</b>  Case study #1: The Riace Bronzes Compare Mattusch and Ridgway's arguments regarding the Riace Bronzes. Are they originals? Are they copies? If they were made in Greece, why are they in Italy?  Case study #2: The Fano Athlete The Getty, again.  Case study #3: The Cleveland Apollo If this is an authentic Greek statue, what is it doing in Ohio? How did it get there?  Case study #4: Bronze horse at the Met Another example of the disparity between science and style.
3	<b>DAY TRIP TO NEMEA AND CORINTH</b>  Case Study #1: Aidonia Treasure Case Study #2: Theft of the Corinth Museum
4	<b>Meet at the National Archaeological Museum</b>  Case Studies: Anavysos Kouros, Cycladic figurines, Shaft Grave masks
5	<b>Crete trip</b> Crete trip orientation.
6	<b>Morning: Minoan site of Knossos; forgeries and site management</b>  Case study #1: Snake Goddesses  Afternoon: Heraklion Archaeological Museum; Nazi occupation of Crete and looting of antiquities  <i>Reading</i> B. Arnold, "The Past as Propaganda: Totalitarian Archaeology in Nazi Germany," (1990) in <i>Histories of Archaeology</i> , 120-144 V. Losemann, "The Nazi Concept of Rome," Catharine Edwards, ed., <i>Roman Presences: Receptions of Rome in European Culture, 1789-1945</i> , p. 221-235  Case study #2: Kanakaria mosaics
7	<b>East Crete-Spinalonga</b>  <i>Reading</i>

## Cultural heritage and site management

“Who Owns the Past” *Current Events* January 11, 2010

C. M. Cameron, “The destruction of the past: nonrenewable cultural resources,” *Nonrenewable Resources* 3.1 (1994) 6-24

D. Frankel, “Who owns the past? Australian archaeologists have to face up to questions of ideology and ownership,” *Australian Society* 3.9 (1984) 14-15

M. Lynott and A. Wylie, “Stewardship: the central principle of archaeological ethics,” in Mark J. Lynott and Alison Wylie (eds.), *Ethics in American Archaeology* (2002), 35-39

F. Winter, “Who owns the past? Ethical dilemmas in contemporary archaeology,” *The Explorers Journal* (Winter 1991) 128-33

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### Eleutherna

Case study: The “Lady of Auxerre”

EVENING: BOAT TO ATHENS

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### What is the importance of archaeological context?

Case study: Vergina.

Who is buried in Philip’s tomb? Come prepared to argue this question. Which author do you find most convincing? Do you believe the scientists or the archaeologists? What evidence is the most central to your argument?

#### Reading

(These are ordered chronologically following the Andronikos overview so that you can see how the arguments developed. Read them in this order!)

M. Andronikos, “The Royal Tomb at Vergina,” in *The Search for Alexander*, Exhibition Catalogue (1980) 26-38

T. Boyd, “The Arch and the Vault in Greek Architecture”, *American Journal of Archaeology*, Vol. 82, No. 1 (Winter, 1978) 83-100 <http://www.jstor.org/stable/503797>

P.W. Lehmann, “The So- called Tomb of Philip II: A Different Interpretation,” *American Journal of Archaeology*, 84 (1980) 527-31 <http://www.jstor.org/stable/504082>

P.W. Lehmann, “The So-Called Tomb of Philip II: An Addendum,” *American Journal of Archaeology*, Vol. 86, No. 3 (Jul., 1982) 437-442

<http://www.jstor.org/stable/504432>

J. Musgrave, R. A. H. Neave and A. J. N. W. Prag, “The skull from Tomb II at Vergina: King Phillip of Macedon,” *JHS* 104 (1984) 60-78

E. N. Borza, “The Royal Macedonian Tombs and the

Paraphernalia of Alexander the Great,” *Phoenix* 41 (1987) 105-121

A. Bartsiokas, “The Eye Injury of King Philip II and the Skeletal Evidence from the Royal Tomb II at Vergina,” *Science* 288 (21 April 2000) 511-514

D. Gill, “Inscribed Silver Plate from Tomb II at Vergina,” *Hesperia* 77 (2008) 335-358

J. Musgrave et al. “The Occupants of Tomb II at Vergina. Why Arrhidaios and Eurydice must be excluded” *International Journal of Medical Sciences* 7 (2010) 1-16

Bartsiokas et al. “The lameness of King Philip II and Royal Tomb I at Vergina, Macedonia” *PNAS* vol. 112 n. 32 (April 11, 2015) 9844-9848

T. G. Antikas, and L. K. Wynn-Antikas, “New Finds from the Cremains in Tomb II at Aegae Point to Philip II and a Scythian Princess” *Int. J. Osteoarchaeol.*, 26 (2016) 682-692

<http://onlinelibrary.wiley.com/doi/10.1002/oa.2459/full>

Saturday

EVENING FLIGHT TO THESSALONIKI

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Morning: **Vergina and Museum**

Afternoon: **Thessaloniki Archaeological Museum**

Case Study: The “Getty Wreath”

Listen to *Looted* Episode #1

RETURN TO ATHENS

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### Collectors

The antiquities trade: what’s wrong with collecting? Is there such a thing as ‘the good collector’? What are the key aspects of the debate between archaeologists and collectors? And then there’s the middleman: the dealer. . .

*Class debate!* Collectors vs. archaeologists

*Reading*

Textbook:

Vitelli & Colwell-Chanthaphonh, *Archaeological Ethics*, 1-26.

Moodle

N. Brodie, “Congenial Bedfellows? The Academy and the Antiquities Trade” *Journal of Contemporary Criminal Justice* 27(4) (2011) 408-437

N. Brodie and C. Luke, “Conclusion: The Social and Cultural Contexts of Collecting,” in *Archaeology, Cultural Heritage and the Antiquities Trade*, edited by Neil Brodie, Morag M. Kersel, Christina Luke and Kathryn Walker Tubb. Gainesville,

University Press of Florida, (2006) 303-319

J. Dorfman, "Getting their hands dirty? Archaeologists and the looting trade," *Lingua Franca* May/June 1998: 28-36

Forum: "'The Good Collector': fabulous beast or endangered species?" *Public Archaeology* 1 (2000) 73-81

S. White, "A Collector's Odyssey," in *International Journal of Cultural Property*, vol. 7, (1998) 170-176

K. Fitz Gibbon, ed., "Part II: Collecting and the Trade" in *Who Owns the Past?* (2005) 133-163, 164-178, 182-199, 205-214

13	<p><b>Cycladic Museum</b> DEPARTURE FOR NAXOS</p>
14	<p><b>Apeiranthos Archaeological Museum</b></p>
15	<p><b>Naxos Archaeological Museum</b> RETURN TO ATHENS</p>
16	<p><b>We've lost our marbles, Part II</b> We will begin with a discussion of Greek cultural heritage, particularly in Athens, as a background for our marbles debate. <i>Reading</i> R. McNeal, "Archaeology and the destruction of the later Athenian acropolis," <i>Antiquity</i> 65 (1991) 49-63</p> <p>Y. Hamilakis, "Decolonizing Greek Archaeology: Indigenous Archaeologies, Modernist Archaeology and the Post-Colonial Critique," and D. Tziouvas "Reconfiguring the Past: Antiquity and Greekness" in D. Damaskos and D. Plantzos, eds., <i>A Singular Antiquity: Archaeology and Hellenic Identity in Twentieth Century Greece</i>, (Athens 2008) 273-298</p> <p>II. Our formal class debate on the case for and against the return of the Parthenon Marbles to Greece will be guided by these readings and websites: <u>Textbook:</u> J. Lobell, "The new Acropolis Museum," in Vitelli &amp; Colwell-Chanthaphonh, 194-197</p> <p><u>Moodle</u> K. Fitz Gibbon, "The Elgin marbles: a summary" in Kate Fitz Gibbon, ed. <i>Who Owns the Past?</i> (2005) 109-121. J. Greenfield "The Elgin Marbles debate," in <i>The Return of Cultural Treasures</i> (1996) 41-90 David Wilson, "Return and restitution: a museum perspective," in I. McBryde (ed.), <i>Who Owns the Past?</i> (1985) 99-106</p> <p>Two opposing opinions in <i>Biblical Archaeology</i></p>

You must come prepared to argue for your particular side of the debate, using the information that you learn from the readings. You will want to have written notes at least, and you may also wish to write out your argument in full. Be prepared to amend it, however, in order to respond to your opponents effectively. You must present your argument in 5 minutes or less, so be sure you have organized your ideas in order to be able to present them successfully in the allotted time. You may not use your laptops or other electronic devices during the debate.

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17	<b>Acropolis</b>
18	<b>Acropolis Museum</b>
19	<b>Final discussion and Exam Review</b>

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*Reading*

M. Kersel, "From the Ground to the Buyer: A Market Analysis of the Trade in Illegal Antiquities," in *Archaeology, Cultural Heritage and the Antiquities Trade*, edited by Neil Brodie, Morag M. Kersel, Christina Luke and Kathryn Walker Tubb. Gainesville, University Press of Florida, (2006) 188-205.

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20	<b>Final exam</b>
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