



# **SYLLABUS: HISTORY 2201**

## **HISTORY OF ANCIENT GREECE AND ROME**

### **TERM: AUTUMN 2014**

#### **Instructor**

Instructor: Timothy Gregory

Email address: [gregory.4@osu.edu](mailto:gregory.4@osu.edu)

Phone number: 614-292-1949

Office hours: Wednesday 1:30 AM to 3:30 PM, 338 Dulles Hall, and online via CarmenConnect, Wednesday evenings from 7 to 8 PM (information will be supplied on this as soon as possible – this feature will not be available at the beginning of the Semester).

#### **Course catalog listing**

Comparative historical analysis of ancient Mediterranean civilizations: emphasis on Greek and Roman societies, urbanism, empires, literature, arts; from the Bronze Age to Fall of Rome.

#### **Course description**

This class is an introduction to the history of the Ancient Mediterranean Civilizations of Greece and Rome. It provides a background of the chronological development of ancient Greek and Roman civilizations and then focuses on the broad issues of state-formation, politics, gender, warfare, tyranny, monotheism, and the environment over a period of some two thousand years, allowing students the opportunity to deal with these issues in several historical contexts over the whole of the course. The course concludes with a consideration of the importance of Greek and Roman history in the modern world and the ways in which it is perceived and used today.

#### **Enrollment**

All students must be officially enrolled in the course by the end of the second week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

## Class format

The course will operate entirely online; there are no regular class meetings and all assignments are turned in through Carmen. There is also regular, required, online discussion (which you can participate in at any time throughout each week). It is your responsibility to understand the requirements for the class by reading carefully all the assigned material in the "Course Overview" section of the "Content" area of the class. You are also responsible for meeting all assignment deadlines.

## Other course information

This syllabus is designed to give you a broad idea of how the course will operate. Each Friday we will publish the "Weekly Overview" for the coming week. That will contain much more detailed information than we can put in the syllabus for the week to come, including all the online and textbook assignments, video lectures, video clips, images, and online readings. All the assignments in the Weekly Overviews are required for successful work in the class; you must read and understand all of the things listed in the Weekly Overviews.

You should also read all the documents in the Course Overview section of the Content area of the class.

## NEW: Scavenger Hunt

As a new addition to the class, we have organized a "Scavenger Hunt" to help you get familiar with the tools of Carmen and some of the ways the class operates. It is a requirement of the class that you do the Scavenger Hunt, so please do this as soon as you can!!! You'll find the directions in the "News" section of the Home Page. Have fun!!!!

## Beginning of Class Organization Quiz and Survey

It is a requirement of this class that all enrolled students take and pass a quiz to demonstrate their understanding of the organization of the class. This quiz can be found in the Quiz area of the class and the 10 multiple-choice questions on it are drawn from the syllabus and the material in the Course Overview area of Content in the class. **You must pass this quiz with a score of 100% before you will be given access to the rest of the material in the course, and in any case no later than September 14.** You can take this quiz as many times as you like until you get 100% (but be advised that the questions are randomized from a larger question bank and you will not get the same questions each time you take the quiz). **Another requirement of the class is that you take a Beginning of Class Survey, also no later than September 14.** The survey is simple and quick and it is designed simply to tell us something about the students taking this class. You will find the survey in the Surveys tab at the top center of the Carmen class page.

## Beginning/Ending Course Knowledge Quizzes

In order to demonstrate what students have (or have not) learned in this class, all students are required to take a short, ungraded quiz at the beginning of the class and a similar quiz at the end of the class. These quizzes do not require studying and they will take only a maximum of 10 minutes each (not much time, but we do not want you to look up the answers. The questions are all designed to test basic knowledge of things we assume a student might not know at the beginning of the class, but will (hopefully) know by the end. We will post a series of sample questions for these quizzes (see the link in the Exams/Quizzes section of Content). The Beginning Course Knowledge Quiz must be completed no later than September 14 and the Ending Course Knowledge Quiz must be submitted between December 1 and 9. Remember that completion of these quizzes is a basic requirement of the class. **Any student who does not complete both of these quizzes may automatically lose 10% of their final grade in the class.**

## Teaching associates

Samuel Foster, Stephanie Honchell, Peter VanderPuy, Brandy T. Wells, Felge-Selem Yirga.

## Discussion

Much of the work in the class is conducted in online discussion groups. Each of you has been placed into an individual discussion group, which will be guided by one of the Discussion Leaders (see above). Consult the Discussion page in the Course Overview for more information about how the graded discussion operates and how the grade is determined. You can see which discussion group you are in by looking at the group immediately below the “Administrative” area in the Discussions tab (the groups are Alexandrians, Antiochenes, Carthaginians, Corinthians, Romans, Spartans, Syracusans, and Thebans); alternatively, you can select “Classlist” from the navigation bar above right; find your name, and click on the group icon to the right (icon looks like a couple of cartoon heads); that will tell you what group you are in.

## Discussion Groups and Group Leaders

The following are the Discussion Groups, along with the names of the Discussion Leaders:

Alexandrians (discussion leader: Timothy Gregory)  
Antiochenes ((discussion leader: Timothy Gregory)  
Athenians (discussion leader: Samuel Foster)  
Carthaginians (discussion leader: Samuel Foster)  
Corinthians (discussion leader: Stephanie Honchell)  
Gauls (discussion leader: Stephanie Honchell)  
Ephesians (discussion leader: Brandy T. Wells)  
Romans (discussion leader: Brandy T. Wells)  
Spartans (discussion leader: Peter VanderPuy)

Syracusans (discussion leader: Peter VanderPuy)

Syrians (discussion leader: Felge-Selem Yirga)

Thebans (discussion leader: Felge-Selem Yirga)

**Your discussion leader is responsible for grading all your assignments**, so you need to talk with him/her about any questions you have concerning your grades.

Your discussion leader will send you a message telling you what group you are in, but you can also find out which group that is by looking at the Discussions area and then scan down to the Student Forum area, and your group will be right below that. One other way to tell what group you are in is to go to the “Classlist” tab at the top right of the Carmen page and look for your own name; then look to the right and you will see a small triangle that leads to a drop-down list; select “groups” and a small window will come up that will tell you which group you are in.

## Course learning outcomes

The goal of courses in this category is to develop your knowledge of how past events are studied and how they influence today's society and the human condition. By the end of this course, students should successfully be able to:

- Construct an integrated perspective on history and the factors that shape human activity.
- Describe and analyze the origins and nature of contemporary issues.
- Speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical context.
- Create historical arguments based on reliable evidence and sound logic.
- Consider how the past (including the “deep past” of the Ancient World) is similar to and different from today's society.
- Understand how many of the ideas and institutions of the modern world are, in fact, derived from ancient societies.

## Course materials

### Required Book

Ralph W. Mathisen, *Ancient Mediterranean Civilizations, from Prehistory to 640 C.E.*, 2nd edition, Oxford University Press, 2014: ISBN 978-0-19-537838-2. This book has been re-ordered through Barnes and Noble (OSU), and the bookstore indicates that the books should arrive by the middle of the second week of the semester. We will make available a scanned version of the first week's assignment. Much of the material for the quizzes and exams will be taken from this book, so you will need to have the book and read it regularly. The pages in the Mathisen book will normally be given by chapter, but also by page, so you can easily know what the assignment is; probably you should go by the page assignments since these are perhaps

clearer. N.B. the pages given are for the 2<sup>nd</sup> edition; we recommend that you get this edition of the book (since it is much better than the first edition), but if you absolutely cannot get the second edition, you can probably use the first edition and find the assignments using the chapter numbers (although you will be responsible for all the information as it is presented in the second edition; in other words, if you elect to use the 1st edition, you are still responsible for covering the correct material and that you realize that the quizzes and exams will assume you have read all the information in the 2<sup>nd</sup> edition). (print)

**Note:** because there has been a delay in getting the textbook into the local stores, we will provide you with scans of the reading assignments for the weeks until the book arrives. These will be accessible from the bottom of the Weekly Overview page for that week.

### Required supplemental materials

Besides the reading in the textbook, you will also be expected to read other online texts that will be provided on this site each week. (electronic)

## Course technology

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen
  - [Carmen help](#)
  - [Carmen system check](#)

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- Firefox web browser (the best browser for Carmen). Can be downloaded for free at <https://www.mozilla.org/en-US/firefox/new/>
- Adobe Acrobat Reader. Can be downloaded for free at <http://www.adobe.com/products/acrobat/readstep2.html>
- Adobe Flash (most recent version). Can be downloaded for free at <http://www.adobe.com/support/flashplayer/downloads.html>
- Microsoft Silverlight plugin (most recent version) - **required to view embedded videos**. Can be downloaded for free at <http://www.microsoft.com/getsilverlight/Get->

[Started/Install/Default.aspx](#)

- [Microsoft Office](#), or a free alternative such as [LibreOffice](#)

## Grading and faculty response

### Grades

Assignment or category	Points
Quizzes	20
Discussion	20
Choice of Exams and/or Papers (see details below): 3 must be submitted for possible score of 20% each = 60%	60
Possible extra credit points, maximum of 6% added to final percent grade	6
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Grading scale

All grades throughout the course will be given initially in numerical form. At the end of the course, these will be converted to letter grades according to the following official OSU Standard Scale. Notice that this Scale does not allow grades to be rounded off; rather, Carmen will convert the numerical grades according to the following scale. Again, please notice this grading scale, which could be different from those used in other classes (either with me or with other teachers); this means, for example, that if you get a grade of 89.99 you will get a grade of B+.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

### Graded Assignments

The grade in this class is based on 5 graded assignments. Of these 5 assignments, two are mandatory (Discussion and the Quizzes), while each student is free to select 3 other assignments from the list below; the only requirement in your choice is that at least one must deal with material from the first half of the class and at least one must come from the second half. Each of

these assignments is worth 20% of the final grade for the class. There is no need for a student to tell us which assignments he/she will submit; rather, he/she simply submits them by the specified due dates. Once an assignment has been submitted, it will be counted as part of the final grade and it cannot be “replaced” by another assignment at a later time.

### **Discussion (mandatory)**

Participation in class and online discussion (online discussion will be graded and worth 20% of the final grade); see document on Discussion in the Course Overview. Graded discussion will be available for all the weeks of the semester, with the exception of Week 16 (which will be joined with week 15). Your job is, in the 15 weeks of the semester (i.e., Week 1 through Week 15) is to post at least TWO ACCEPTABLE messages in each of 12 weeks, on the topics suggested for discussion that week. (This means that you can "miss" discussion for 3 weeks at any point during the semester.)

In order to be acceptable, your posts must meet the following conditions: 1) the first post you make each week must respond directly to one of the questions asked by your discussion leader for that week (you will not be able to view responses made by other students in the class until you have made that first post); 2) your second post for the week must advance the discussion by responding to at least one point made by someone else earlier in the discussion (i.e., by clicking on the “reply” button from an earlier post); 3) both of your posts must advance the discussion by using information from at least one of the primary sources assigned for the week; and 4) each of your posts must make a logical historical argument. If an individual post is not acceptable, your discussion leader will delete it and send you a message telling you which criteria you did not meet, and you will have an opportunity to replace the post. Remember, however, that discussion for each week will close at 11:59 PM on Sunday. Therefore, it is highly recommended that you post early in the week; posts made on Sunday will run the risk of being rejected at a time that will not allow you to replace them with new posts. All students who post at least 2 acceptable posts for at least 12 of the weeks of the class will receive a grade of 100% for discussion. Those who post for fewer than 12 weeks will receive a lower grade, discounted by 10% for each week “missed” (i.e., 90% for 11 weeks, 80% for 10 weeks, etc.). See the Discussions page in Course Overview for further details.

### **Quizzes (mandatory)**

Students must successfully complete 8 quizzes offered throughout the semester; these will test factual knowledge derived from the readings and online material and they may be taken as many as three times (the highest grade will count) until the individual quiz closes. Be aware that the questions in these quizzes are randomized, meaning that if you take a given quiz more than once you will probably not have all the same questions the second and third times around. All 8 quizzes together count for 20% of final grade. Each quiz, therefore, counts for 2.5% of the final grade; if you fail to complete one or more quizzes your final grade will be reduced accordingly.

Each quiz is made up of 10 multiple-choice or true-false questions, and you may take each quiz as many as 3 times (without penalty), and the highest grade will be registered as your grade for the quiz. We expect you to take the quizzes after you have done the readings and that you will easily be able to answer the questions without looking up the answers; you are forbidden from looking up the answers to the questions at any place (online or not), except for the online and non-online material assigned for the class. Each quiz is timed at a maximum of 30 minutes (and any quiz that goes over that limit will be subject to a substantial reduction of grade: at least 20% of the grade). As mentioned above, you should be aware that the questions used in each quiz are drawn from a large data-base and they are randomized so that you are not likely to have exactly the same questions as others in the class.

Quiz number	opens	closes	assignments covered
1	Sept. 1	Sept. 14	weeks 1-2
2	Sept. 15	Sept. 21	weeks 3-4
3	Sept. 29	Oct. 5	weeks 5-6
4	Oct. 13	Oct. 19	weeks 7-8
5	Oct. 27	Nov. 2	weeks 9-10
6	Nov. 10	Nov. 16	weeks 11-12
7	Nov. 24	Nov. 30	weeks 13-14
8	Dec. 1	Dec. 9	weeks 15-16

### **Additional assignments**

Beyond the required assignments, you must turn in three other graded assignments, each of which is worth 20% of the final grade (totaling 60% in all). These assignments require that you select 3 tasks from the list of choices below; these consist of a menu of 2 exams (mid-term and final exams) and 3 possible paper topics (listed below). You can select any 3 of these items to submit, except that at least one must be chosen from the first half of the class (Weeks 1-8) and at least one from the second half of the course (Weeks 9-16). This means you can submit the mid-term, the final exam, and one paper; you can submit 3 papers and no exams, or you can submit 2 papers and one exam, as long as one of your choices is in each half of the class.

Reminder: once an assignment is submitted, it cannot be "taken back" or another substituted for it.

### **Mid-Term and Final Examinations**

The Mid-Term and Final exams are conventional examinations comprising some combination of 1) short-answer, mainly factual or explanatory, questions, and short or long answer essay questions. They are timed examinations given in Carmen, each available over a period of several days (*see Course Schedule above*). Once you open the exam in Carmen you have committed to making it part of your grade for the course – that is, you may not look at it and



decide not to take it. Once you open the exam you will have a fixed, generous period of time in which to complete it. If you open the exam and do not answer any of the questions, you will get a 0 for the exam. Likewise; if you exceed the time limit for the exam you will be able to submit your, but your grade will be docked for excess time.

Whenever you are working in Carmen be sure to save your work as you go. Carmen frequently “re-sets,” especially in high demand periods such as midterms and finals weeks, and when it does *it loses all work that you have not saved*. Avoid composing in Carmen. Instead, compose your essay in a separate word processing program such as Word or Open Office and when it is finished, copy, cut and paste it into Carmen and then save it immediately.

Finally, be aware that Carmen sometimes takes a surprisingly long time to upload your work. Naturally, that happens most often when demand is high and the pressure is on – e.g., on Sunday evenings, and during midterm and finals weeks. Make sure you always keep copies of all assignments you submit and leave yourself enough time to cope with last minute upload problems; for example, if you expect to spend two hours on the final, start it at least three hours before the submission deadline.

The Mid-Term Exam will be open from October 17 to October 19 (Friday-Sunday). It will cover all the work assigned through the week of October 13 (i.e. Week 8).

The Final Exam will cover all the work in the class, although there will be a special focus on the second half of the class (from Week 9 onward, although see the special information on the Final Exam). Final Examination will be available December 10 to 12 (Wednesday-Friday).

As always, for further details, see the study guides for each exam in the Course Overview area of Content.

#### ETEP (Exploring the European Past) Papers.

Each of these is based on one of the following topics as they are illuminated by the events, individuals, and information from the Ancient Mediterranean World (based on the assigned ETEP modules and the other assigned readings and the discussions up to the date the paper is due). You simply decide, write your paper, and upload it in the appropriate dropbox by the due date. And read carefully the document on "Writing Papers" in the Course Overview. NOTE: all the material for the ETEP assignments are required parts of the class and you must read all four of these ETEP assignments, not just those that you write papers on. In addition, it is absolutely essential that you understand how the ETEP modules “work” and how you are expected to use them. They are designed, in fact, much like the materials provided for you in a science laboratory assignment – to give you to things you need in terms of evidence and suggestions you can use in coming to your own conclusions about the question(s) being asked.

ETEP paper topics and due dates:

Paper 1. Athenian Democracy (due October 12)

Paper 2. Alexander the Great (due October 26)

Paper 3. The Triumph of Christianity (due November 30)

The papers should be 4 to 6 pages long, double-spaced with standard margins in Times New Roman 12 pt or comparable format, and approximately between 1000 and 1500 words in length. They will be graded primarily on the proper use of the evidence available for the class, especially in the ETEP material, but also from other readings, discussions, images, etc., in the class. We cannot accept draft papers, but we have provided examples of good papers for you to use as a model, as well as detailed documents telling you how to write a good paper for this class. Make sure that you have read this information carefully and that you understand what the assignment requires you to do

**Note:** each paper should be written to provide your best answer to the main historical question explored in the module. Make sure you explain and defend your points on the basis of a proper use of the primary and secondary sources, mainly those in the ETEP modules (see the “Tips on Writing Papers” document – do not miss this!!!).

Below are succinct statements of the questions (the questions themselves are in double quotes. The rest are just observations, clarifications).

1. “How free were the ancient Athenians in the 5<sup>th</sup> century B.C.?” You have to define ‘democracy’ and what you mean by ‘free.’ Please notice that this question does not ask you to compare Athenian democracy to American democracy, and we would ask you not to do so, simply because that is not the question we are asking about (remember that this is a history class and not a discussion of contemporary cultures). Make sure that you use the secondary sources (in the ETEP module) to help frame your ideas about the question and that you use the primary sources for evidence to support the argument you wish to make. Do not attempt to use the secondary (i.e., modern) sources as evidence to argue your points; they are simple modern historians’ ideas and conclusions: they are NOT evidence in their own right. The primary sources are the main evidence you should use, although even there you should be aware that a primary source can be biased or simply incorrect.

2. “What were the goals of Alexander the Great?” **or** “what kind of person was he?” Please answer only one of these questions, not both of them. Please answer only one of these questions, not both of them. Make sure that you use the secondary sources (in the ETEP module) to help frame your ideas about the question and that you use the primary sources for evidence to support the argument you wish to make.

3. “Why did Christianity become the religion of the Roman Empire?” or “what impact did this event have in terms of society, politics, and culture?” Please answer only one of these questions, not both of them. Make sure that you use the secondary sources (in the ETEP module) to help frame your ideas about the question and that you use the primary sources for evidence to support the argument you wish to make.

## Extra Credit: 6 points maximum

6 points of extra credit will be available (to be added to your final percent grade, so that, for example, if you have an 88 as your final calculated grade, your grade could be raised to be 94, the difference between a B+ and an A!). You have three opportunities, each worth 2 points. You can do two of these, one, or none. Deadlines cannot be changed. Basically, these opportunities are as follows:

1. Two points for providing a good critical review of an educational archaeology website (from a list that will be soon provided to you). The review should be no longer than 400 words and it should contain a list of things you think were good (i.e., educationally helpful) and things that were bad (either incorrect and/or not valuable) and explain why you think this. In addition you should say whether you think this site would be a helpful for students in History 2201. This extra credit assignment must be submitted in the extra-credit “website review” Dropbox in Carmen no later than September 21.

2. Two points for visiting the Museum of Classical Archaeology between September 29 and October 23 (Thursday) and signing the sheet (for your discussion group) in the Museum. Those who cannot visit the Museum may make an electronic visit at [moca.osu.edu](http://moca.osu.edu), and post a message in the appropriate discussion area (commenting on at least one of the objects displayed in the MOCA online site, no later than October 23.

3. Two points for filling out the SEI evaluation AND doing the end of class Survey (survey area in our class), AND taking the non-graded End of Class Knowledge Quiz (will not count for credit, and with the same questions used on the Beginning of Class Knowledge Quiz) and FINALLY, posting a message in the Extra Credit area, saying you have done those three things, all of this no later than December 9. Note that this requires 4 separate actions on your part!!

## Late assignments

All late paper assignments will be subject to a significant decrease in grade. Normally, this will mean a 10% decrease in the grade for each day (or partial day) an assignment is late. We may, in our sole discretion, refuse to accept any late assignment. Quiz and exam deadlines (closing date/time) normally cannot be extended without a valid and properly documented medical excuse.

Grades are assigned by your Discussion Leader (normally a TA in the course); you should discuss all issues of grading with him/her.

All written papers (i.e., the ETEP papers) should be uploaded to the appropriate Dropbox in Carmen prior to the due date. Note that, except in cases that we may specify, you should not use online material from sites other than the Carmen class site. If you make use of material from other websites (Wikipedia, History Channel, etc.) you must provide the URL for it.

You should be aware that all papers assigned in this class will be sent to Turnitin, an online database and information system designed to display whether parts of your papers have been taken from things written by others: in some cases such “borrowing” is acceptable (like quoting from the textbook, as long as you cite that use) in other cases, however, such use might constitute plagiarism. When you upload an assignment to the class Dropbox you will be able to see the percent of your paper that is judged by Turnitin to have been “borrowed” from elsewhere. If you are concerned about this, you will have the opportunity to reconsider aspects of your paper and submit a revised version, as long as you still meet the deadline for this assignment. (In other words, our policy is to grade the most recent version of any paper submitted to the class Dropbox.)

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability (and that of the TAs) throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem with the Carmen course site.)

### Grading and feedback

For large weekly assignments (like ETEP papers and exams), you can generally expect feedback within **7 days**.

### E-mail

The instructors in the class will normally reply to e-mails and posts in the “Ask the Professor” area of the Discussions within **24 hours on school days**.

### Discussion board

We will normally check and reply to messages in the discussion boards every **24 hours on school days, and frequently more often than that**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with your discussion leader *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As participation, each week you can expect to post at least two times as part of our substantive class discussion on the week's topics; in order to create these two posts, you will frequently want to look carefully at what others (including your discussion leader and other students in your group) have posted. In addition, we expect you to look, at least every week, at the "Announcements" area of discussion and the "Ask the Professor" area. Please remember that these two latter areas are required reading for this class and you are expected to read all posts there.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link or mention its name if what you are citing is from our class.)

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. This also wise in order to guard against the possibility is not posted, as a result of a Carmen failure or a glitch in your computer.

## Other course policies

### Academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Accommodations for accessibility

#### Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructors (normally both your discussion leader and Professor Gregory) privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Normally you need to consult ODS in order to qualify for assistance, such as more time on exams, etc.

Go to <http://ods.osu.edu> for more information.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Course schedule

Please note, the class week normally begins at 12:01AM on Monday and ends at 11:59PM on Sunday. Weeks 1 and 16 are anomalies.

Week	Dates	<b>Basic Topics, Readings, Assignments, Deadlines</b> <b>Note that not every single element in the class is not listed here; check each week's Weekly Overview for details and corrections/additions.</b>
1	<b>August 27- 31</b> <b>Week 1</b>	<b>Introduction to the class; historical methods and goals; the nature of historical evidence</b> <b>Mathisen, Chapter 1 (pp. 3-33); online readings (listed in Weekly Overview)</b> <b>Class Lecture Notes, Week 1</b> <b>Class Organization Quiz and Beginning of Class Survey</b> <b>Beginning Course Knowledge Quiz</b>

2	September 1-7 Week 2	<p><b>Emergence of Civilization; Early Mesopotamia and Egypt</b>  <b>Mathisen, Chapters 2-3, pp. 37-106; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 2</b>  <b>Quiz 1 open this week</b>  <b>Class Organization Quiz and Beginning of Class Survey (if not done earlier)</b>  <b>Beginning Course Knowledge Quiz (if not done earlier)</b></p>
3	September 8-14 Week 3	<p><b>The Prehistoric Aegean; Age of Empires; Ancient Israel</b>  <b>Mathisen, Chapters 4-5, pp. 107-164; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 3</b>  <b>Class Organization Quiz, Beginning Knowledge Quiz, and Beginning of Class Survey (if not done earlier), must be completed by Sept. 14</b></p>
4	September 15-21 Week 4	<p><b>Greece in the Dark and Archaic Ages</b>  <b>Mathisen, Chapters 5-6, pp. 167-195; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 4</b>  <b>Quiz 2</b></p>
5	September 22-28 Week 5	<p><b>Sparta, Athens, Persia</b>  <b>Mathisen, Chapter 7, pp. 196-216; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 5</b></p>
6	September 29-October 5 Week 6	<p><b>Classical Athens</b>  <b>Mathisen, Chapter 7 (cont.), pp. 217-236; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 6</b>  <b>ETEP reading, "How Free were the Athenians?"</b>  <b>Quiz 3</b></p>
7	October 6-12 Week 7	<p><b>The Fourth Century; the Rise of Macedon: Philip II &amp; Alexander the Great</b></p>



		<p><b>Mathisen, Chapter 8, pp. 237-253; online readings (listed in Weekly Overview)</b></p> <p><b>Class Lecture Notes, Week 7</b></p> <p><b>ETEP reading, "Alexander the Great"</b></p> <p><b>ETEP Paper #1 ("How Free were the Athenians"), due Oct. 12</b></p>
8	<p><b>October 13-19</b> <b>Week 8</b></p>	<p><b>The Hellenistic World</b></p> <p><b>Mathisen, Chapters 8 (cont.)-9, pp. 253-321; online readings (listed in Weekly Overview)</b></p> <p><b>Class Lecture Notes, Week 8</b></p> <p><b>Quiz 4</b></p> <p><b>Mid-Term Exam available October 17 to 19 (Friday through Sunday)</b></p> <p><b>First Extra Credit assignment (to be announced) by October 19</b></p>
9	<p><b>October 20-26</b> <b>Week 9</b></p>	<p><b>Early Rome and the Growth of Rome's Empire</b></p> <p><b>Mathisen, Chapter 10, pp. 325-360; online readings (listed in Weekly Overview)</b></p> <p><b>Class Lecture Notes, Week 9</b></p> <p><b>ETEP Paper #2 ("Alexander the Great"), due October 26</b></p>
10	<p><b>October 27-</b> <b>November 2</b> <b>Week 10</b></p>	<p><b>The Roman Revolution</b></p> <p><b>Mathisen, Chapter 11, pp. 361-387; online readings (listed in Weekly Overview)</b></p> <p><b>Class Lecture Notes, Week 10</b></p> <p><b>Quiz 5</b></p>
11	<p><b>November 3-9</b> <b>Week 11</b></p>	<p><b>The Augustan System and its Aftermath</b></p> <p><b>Mathisen, Chapter 11 (cont.) - 12, pp. 387-406; online readings (listed in Weekly Overview)</b></p> <p><b>Class Lecture Notes, Week 11</b></p>
12	<p><b>November 10-16</b> <b>Week 12</b></p>	<p><b>Roman Culture</b></p> <p><b>Mathisen, Chapter 12, pp. 406-14 and 429-439; online readings (listed in Weekly Overview)</b></p> <p><b>Class Lecture Notes, Week 12</b></p>

		<b>Quiz 6</b>
<b>13</b>	<b>November 17-23 Week 13</b>	<p><b>The Pax Romana</b>  <b>Mathisen, Chapter 12, pp. 414-427; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 13</b>  <b>ETEP reading “The Triumph of Christianity”</b>  <b>Second Extra Credit Opportunity, Museum Visit, due November 20 (Thursday)</b></p>
<b>14</b>	<b>November 24-30 Week 14</b>	<p><b>Transformation of the Roman World (3<sup>rd</sup>-6<sup>th</sup> centuries A.D.)</b>  <b>Mathisen, Chapter 13, pp. 439-464; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 14</b>  <b>Quiz 7</b>  <b>ETEP Paper #3 (“The Triumph of Christianity”), due November 30</b></p>
<b>15</b>	<b>December 1-7 Week 15</b>	<p><b>The End of Rome: Barbarian Europe, Byzantium, &amp; Islam</b>  <b>Mathisen, chapter 14, pp. 465-535; online readings (listed in Weekly Overview)</b>  <b>Class Lecture Notes, Week 15</b>  <b>ETEP reading, “The Fall of the Roman Empire”</b>  <b>Quiz 8 (closes December 9: note this is in Week 16)</b></p>
<b>16</b>	<b>December 8-9 Week 16 (only 2 days!)</b>	<p><b>Retrospect: The Significance of the Ancient World</b>  No reading in Mathisen this week; online readings (listed in Weekly Overview)  <b>Third Extra Credit Opportunity (SEI, Survey, 2 extra quizzes: notice these are 4 separate things plus message in appropriate Discussion area), by December 9</b>  <b>Final Exam available December 10-12 (Wednesday-Friday)</b></p>