

Term Information

Effective Term Summer 2021
[Previous Value](#) [Spring 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The department would like the ability to schedule in-person or 100% distance learning versions of the course

What is the rationale for the proposed change(s)?

to be able to offer the course in flexible modes and as soon as this summer 2021

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History of Art
Fiscal Unit/Academic Org	History of Art - D0235
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2301
Course Title	Classical Archaeology
Transcript Abbreviation	Classical Arch
Course Description	Introduction to the principles, methods, and history of archaeological investigation in the ancient Greek and Roman world, illustrated through a selection of major classical sites.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for Classics 2301 or History 2210.

[Previous Value](#)

Not open to students with credit for 240, 306, Clas 2301 (Classics 240), or History 2210 (240 or 306).

Electronically Enforced

No

Cross-Listings

Cross-Listings

Cross-listed in Classics 2301 and History 2210.

[Previous Value](#)

Cross-listed in Clas 2301 and History 2210.

Subject/CIP Code

Subject/CIP Code

50.0703

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore

[Previous Value](#)

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- see syllabus

[Previous Value](#)

Content Topic List

- History of Archaeology
- Archaeological Methods
- Archaeological Ethics
- The Archaeology of Egypt
- Bronze Age Aegean
- Archaic and Classical Greece
- Hellenistic Greece
- Early Rome
- Pompeii
- The High and Late Roman Empire

Sought Concurrence

No

COURSE CHANGE REQUEST
2301 - Status: PENDING

Last Updated: Haddad,Deborah Moore
11/17/2020

Attachments

- HA 2301 Syllabus ONLINE.doc: Mark Fullerton syllabus
(Syllabus. Owner: Stephens,Gabrielle Marie)
- HA2301 syllabus copy.doc: in person syllabus from past
(Syllabus. Owner: Stephens,Gabrielle Marie)
- History of Art 2301_QM Review.docx: QM Review
(Other Supporting Documentation. Owner: Stephens,Gabrielle Marie)
- 2301 DL - Assessment Plan.docx
(GEC Course Assessment Plan. Owner: Stephens,Gabrielle Marie)

Comments

- Please attach GE assessment plan that can be implemented in the virtual environment. See instructions here
<https://asccas.osu.edu/curriculum/distance-learning-courses> *(by Vankeerbergen,Bernadette Chantal on 11/12/2020 07:59 AM)*
- 10.07.20: Please attach the in-person syllabus and the ASCTech QM review. *(by Haddad,Deborah Moore on 10/07/2020 05:24 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stephens,Gabrielle Marie	10/07/2020 04:07 PM	Submitted for Approval
Approved	Florman,Lisa Carol	10/07/2020 04:29 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	10/07/2020 05:24 PM	College Approval
Submitted	Stephens,Gabrielle Marie	11/09/2020 09:57 AM	Submitted for Approval
Approved	Florman,Lisa Carol	11/09/2020 10:02 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/09/2020 10:09 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/12/2020 07:59 AM	ASCCAO Approval
Submitted	Stephens,Gabrielle Marie	11/17/2020 08:27 AM	Submitted for Approval
Approved	Florman,Lisa Carol	11/17/2020 09:21 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/17/2020 09:33 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/17/2020 09:33 AM	ASCCAO Approval

HISTORY OF ART 2301: CLASSICAL ARCHAEOLOGY ONLINE

SEM YEAR

Mark Fullerton (fullerton.1@osu.edu)

History of Art Main Office: Pomerene Hall 108 (292-7481)

I. Course Description and Format

H.A. 2301 is concerned with the study of the Classical past through its material remains. The term “Classical” here refers to the Greek and Roman cultures of the Mediterranean world beginning with the palace civilizations of the Aegean Bronze Age and extending through the third century of the Roman Empire (c.2000 BCE-3000 CE). The objective of the course is to familiarize the student with the history of the discipline, the techniques of archaeological fieldwork, and the major archaeological discoveries and controversies of the past two centuries.

Additionally, as a History of Art course, HA 2301 places a strong emphasis on the study of the major arts of antiquity, especially architecture, sculpture, and painting. Indeed, the study of ancient Greek and Roman art has for centuries been embedded within the field of Classical Archaeology, for reasons that we will closely consider. The selection of sites and monuments is not comprehensive but is intended to showcase important developments within the field, especially in cases where archaeology has provided evidence that challenges preconceived notions of Greek and Roman culture.

This fully online course will be delivered entirely through Ohio State University’s learning management system, Carmen/Canvas. You will use your OSU ID credentials to log into the site from Carmen Home page (<https://carmen.osu.edu>).

IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE ACCESS TO NECESSARY EQUIPMENT, INCLUDING FUNCTIONING AND ADEQUATE INTERNET ACCESS

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help>, and support for urgent issues is available 24x7.

- Self-Service and Chat support:** <https://osuism.service-now.com/selfservice/>
- Carmen support:** <https://odee.osu.edu/resourcecenter/carmen>
- Phone:** 614-688-HELP (4357)
- Email:** 8help@osu.edu
- TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills.
- Navigating Carmen Canvas.

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Academic Support Services

<http://artsandsciences.osu.edu/academics/current-students>

II. GE Objectives:

History of Art 2301 fulfills three General Education categories within Arts and Humanities: Cultures and Ideas, Historical Study, and Diversity: Global Studies. Students may opt to count it in either category but not both. In addition, HA 2301 also fulfills the Diversity: Global Studies Requirement, which can be satisfied by a course that is also used to fulfill another requirement. The stated goals and rationales for the three categories are as follows:

Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. *Students analyze and interpret major forms of human thought, culture, and expression.*
2. *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.*

Historical Study

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. *Students construct an integrated perspective on history and the factors that shape human activity.*
2. *Students describe and analyze the origins and nature of contemporary issues.*
3. *Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.*

Diversity: Global Studies

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. *Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.*
2. *Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

History of Art 2301 addresses all of these objectives in multiple ways.

1. As a course in archaeology, HA 2301 engages with the material remains of ancient cultures and civilizations by means of close analyses of their form, function, and significance within

the context of historical factors—political, social, and cultural alike—that contributed to their creation.

2. Since the cultures covered by Classical Archaeology consist almost entirely of literate civilizations with historical records, students will also be required to consider the wide range of disciplines that contribute to the field, including not only material remains, but also such sources of evidence as inscriptions, literature, and other historical documents. Classical Archaeology thus necessarily brings together the methodologies of art history, archaeology, anthropology, history, epigraphy and philology.
3. The course is thus strongly interdisciplinary, since it presents the social-historical context as integral to an understanding of cultural developments. Thus it seeks to draw parallels across various religious, political, and social institutions and, at the same time, across similar cultural phenomena including art, architecture, poetry, drama and philosophy.
4. Because the course concerns several quite distinct civilizations - ranging across the entire Mediterranean and encompassing four millennia, from the Bronze Age Aegean to the later Roman Empire - it also provides many opportunities for cross-cultural comparison, not only among those civilizations covered, but also between them and our contemporary context.
5. The latter is further explored through the study of the history of the discipline since its birth in the eighteenth century, from which time the study of, and fascination with, Classical antiquity constituted a significant aspect of European intellectual and cultural history.

III. Texts

There is no one text at present that adequately covers both Greek and Roman art and archaeology. Readings will focus on methods and history of Classical Archaeology as well as on the history of Greek and Roman art.

Three short books have been ordered for the course at the Barnes and Noble OSU Bookstore. They are also available from Amazon and other booksellers.

Susan Woodford, *Greek and Roman Art* (Thames and Hudson, 2020) ISBN: 978-0500295250) A succinct account of the arts of the ancient Greeks and Romans.

L. Bowkett, et al., *Classical Archaeology in the Field: Approaches* (Bristol Classical Press, 2001) ISBN 1853996173. A short, useful and sometimes rather technical account of the history and methodology of archaeology in the Classical world.

E. Cline, *Digging Deeper – How Archaeology Works* (Princeton University Press, 2020). ISBN 978-0691208572. A readable and recent account of the practice of archaeology by a renowned excavator.

Additional readings are posted on Carmen/Canvas website set up for this course. A schedule of topics and readings is attached.

All students should also sign up for David Meadows' online newsletter "Explorator" (Send a blank E-mail message to Explorator-subscribe@yahoogroups.com). It comes out weekly and is posted on Sunday evening. Scroll down to the section "Ancient Greece and Rome." If you prefer, you may also access each week's Explorator posting at <https://exploratornews.wordpress.com/> Unfortunately the postings are not archived or searchable. Each week discussion questions will be posted to Canvas concerning material posted in Explorator that week. Student participation in the discussion is mandatory and graded.

IV. Course Format and Structure

The course is divided into seven units (see schedule below) arranged chronologically from the rise of Greek civilization to decline of the Roman Empire. Each unit will comprise two weeks of a 14-week semester.

Much of the instruction is delivered through video lectures posted to Canvas. Each unit will include an overview video introducing the topic or topics of that unit's focus. This is followed by a series of four to five video lectures on sites and monuments of Classical Archaeology and one or more aspects of archaeological fieldwork. There are also reading assignments in each of the texts.

Each unit will also include both discussion boards and a short written assignment, generally a response paper. These may have to do with some aspect of archaeological fieldwork and discovery, or with the interpretation of works of ancient Greek and Roman art. As stated above, there will also be an Explorer discussion board for each week.

All instructional materials and assignments are posted to Canvas and available from the first day of the term. The response papers will be graded as soon as possible after the due date specified in each unit. The student may work ahead, but work will not be graded until that date. The two exams will be posted and graded according to the schedule specified. Exceptions must be cleared with the instructor.

IV. Course Requirements and Grading

A. Participation

Involvement in discussion boards is mandatory. You do not have to answer every prompt in every discussion, but some thoughtful contribution to the dialogue should be offered at least in each of the seven units

B. Response Papers

The response assignments should generally be between 250 and 300 words in length. Each of these response assignments for each unit will be graded with a 0, 1, 2, or 3. There are 8 assignments, for a total of 24 possible points counting for 20% of your final grade. The system is similar to a check-plus, check, check-minus grading system. More specifically:

3 (check plus)	The assignment was completed thoughtfully, demonstrating detailed command of the material, and an investment of time and effort.
2 (check)	The assignment was completed, but command of the material was incomplete or incorrect, and the assignment appeared to have been done superficially. There may have been significant errors in the writing or expression, or it may have been shorter than the assignment requested.
1 (check minus)	The assignment was completed but was largely off-topic, or demonstrated little or no engagement with the course material.

0 (zero)

The assignment was not completed

C. Examinations

There will be two examinations in the course. The first will cover material from the first three units. The second will cover material from the remaining four weeks. These will be open-book essay exams. You are free to use any course materials in preparation, but the essay(s) must, of course, be entirely your own work. A detailed prompt for the midterm will be posted on a specified date and the essay will be due one week later. The second midterm will be administered similarly, during exam period.

D. Grading: Your final grade will be calculated on the following basis:

Midterm	30%
Final exam:	40%
Response papers:	20%
Participation (Discussion boards):	20%

There is no possibility of earning extra credit in this course or doing an alternate assignment for any of the required work.

The standard OSU grading scale is used:

A	93-100	C	73-77	E	0-59
A-	90-92	C+	78-79		
B+	88-89	C-	70-72		
B	83-87	D+	68-69		
B-	80-82	D	60-67		

V. Students with disabilities

Any student who feels that s/he may need an accommodation based on the impact of a disability should contact me to discuss your specific needs. I rely on the Office of Disability Services to verify the need for accommodation and to help develop accommodation strategies. Students with disabilities who have not previously contacted the Office of Disability Services are encouraged to do so, by looking at their website (<https://slds.osu.edu/>) and calling them for an appointment.

VI. Academic Misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

III	Classical Greece 5 th Century 4 th Century Excavation Reading: Woodford, pp.44-81 Bowket, et al., ch. 5 Cline, ch.2 Reading: Woodford, pp.44-81 Cline, ch.2 Eight Videos: Unit Overview Early Classical The Parthenon Art During the Peloponnesian War Late Classical Architectural Sculpture Late Classical Statuary and Reliefs Doryphoros Macedonian Art One Response Paper	500-300
IV	Hellenistic World and Rise of Rome Alexander and the Hellenistic Kingdoms Rome Before the Empire No Reading Nine Videos: Unit Overview Pergamon Altar Demosthenes Aphrodite of Melos Early Rome and the Etruscans Roman Republic I Roman Republic II Roman Atrium House	300-100

MIDTERM EXAM

- V Formation of the Principate 100 BCE – 100 CE
 Caesar and Augustus
 Julio-Claudians and Flavians
 Recording the Site and Finds

Reading:

Woodford, pp.82-109

Bowket, et al., ch.6

Cline ch.3

Reading:

Woodford, pp.82-109

Cline ch.3

Eight Videos

Unit Overview

Tivoli General

Ara Pacis

Forum of Augustus

Palatine and Wall Painting

Julio-Claudians

Nero's Golden House

Flavians

One Response Paper

- VI High Empire 100-200 CE
 Trajan & Hadrian
 Antonines & the Provinces
 Interpretation

Reading:

Woodford, pp.110-143

Bowket, et al., ch.6

Cline ch. 4

Eight Videos:
 Unit Overview
 Trajanic Sculpture
 Forum and Markets of Trajan
 Hadrian
 Portrait of Hadrian
 Pantheon
 Antonines I
 Antonines II

One Response Paper

VII	Decline and Fall Severans and Soldier Emperors Constantine and Christianity Study, Analysis, and Presentation	200-400 CE
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Reading:
 Woodford, pp.144-158
 Bowket, et al., ch.7
 Cline, ch. 5 and Epilogue

Eight Videos:
 Unit Overview
 Severan Portraits
 Severan Architecture in Rome
 Leptis Magna
 Soldier Emperors
 Tetrarchs
 Constantine
 Arch of Constantine

One Response Paper

FINAL EXAM -TO BE TAKEN DURING EXAM PERIOD

HA 2301: Classical Archaeology
Spring 2015 T/R 11:10-12:30
Lazenby 034, 1827 Neil Ave.

Instructor: Monica Fullerton
Room 305 Pomerene Hall
fullerton.2@osu.edu (best way to get in touch with me)
Office Hours : T/R 12:30-1:30 or by appointment

Course Description:

H.A. 2301 is concerned with the study of the Classical past through its material remains. The term "Classical" here refers to the major civilizations of the ancient Mediterranean region: the Ancient Near East and Egypt, and Greece and Rome. Chronologically the course extends from the Bronze Age through the Roman Empire (ca. 3,000 BC-330 AD). The objective is to familiarize the student with the history of the discipline, the techniques of archaeological fieldwork, and the major archaeological discoveries and controversies, including ethical issues such as the collecting and repatriation of archaeological artifacts. The selection of sites and monuments is not comprehensive but is intended to showcase important developments within the field, especially in cases where archaeology has provided evidence that challenges preconceived notions of the ancient world.

Although primarily a lecture course, class discussion is encouraged, and you will be called upon to answer questions, argue viewpoints, or comment on assigned readings. You are responsible for all material presented in lectures, discussions, and readings. There will be a midterm, an oral presentation (accompanied by an annotated bibliography), and a final examination.

Text:

Charles Gates, *Ancient Cities: The archaeology of urban life in the Ancient Near East and Egypt, Greece, and Rome* (second edition 2011). Additional readings will be made available through Carmen.

Explorator: All students are required to subscribe to *Explorator*, a free weekly newsletter detailing the latest archaeological news. To subscribe send a blank email message to: Explorator-subscribe@yahoogroups.com

CARMEN: <http://telr.osu.edu/carmen/>

The PowerPoint presentations for this class also will be made available for online study through Carmen. Check the Carmen course site regularly to check for announcements. You are responsible for all announced changes in the syllabus, course schedule, slide lists, or other posted guidelines.

Course Requirements and Grading:

Attendance: You are expected to attend all classes and actively participate in discussion. This is the only way I can get to know you and ascertain whether you are having problems understanding the course content. Attendance will be taken at each class, and missing classes will adversely affect your grade. **Do not call or e-mail me with reasons for missing class and do not expect me to fill you in on any material you may have missed.** If you must miss class due to illness or a family emergency, consult the PowerPoint presentations on Carmen and get notes from a fellow classmate.

Exams: There will be a midterm exam, held during class on **Tuesday, March 3**, and a final exam on the university-appointed day and time—**Monday, May 4, 10:00-11:45 AM**. The midterm will cover the Ancient Near East and Egypt, and Greece through the Early Classical period; the Final Exam will cover everything after that. The exams may consist of a combination of the following: slide identifications, in which you will identify a specific site or monument and answer questions relating to it, short essays, term definitions, matching, and the labeling of diagrams.

PLEASE NOTE: Policy regarding make-up exams

A make-up for the midterm will be given **ONLY** to those who contact me by e-mail or in person **before** the exam and who can provide official documentation of a valid excuse. A valid excuse consists of a severe illness (documentation from a doctor unrelated to you is required) or death in the immediate family (obituary required). Oversleeping, power outages, missed buses, traffic jams, flat tires, etc. are not valid excuses. **THERE IS NO POSSIBILITY OF TAKING AN EARLIER OR LATER FINAL.** If you miss the final exam for a valid reason (see above) you may have to take an Incomplete for the course and make up the exam the following semester in accordance with the deadlines established by the university.

Oral Presentation: You are required to give a 10-minute PowerPoint presentation (accompanied by an annotated bibliography) summarizing the archaeological significance of a site/object/person taken from a list of approved topics that will be handed out in class. You must deliver your report on the assigned day (only a serious illness requiring a doctor's excuse or a death in the immediate family is a valid excuse for postponing your presentation) or you will receive a zero ("0") for the assignment.

Grading: Your final grade will be calculated on the following basis:

Midterm	30%
Final exam:	35%
Presentation:	30%
Attendance:	5%

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	60-66	D
87-89	B+	73-76	C	Below 60	E
83-86	B	70-72	C-		

Students with disabilities: Any student who feels that s/he may need an accommodation based on the impact of a disability should contact me to discuss specific needs **by the end of the second full week of the semester.** I rely on the Office of Disability Services to verify the need for accommodation and to help develop accommodation strategies. Students with disabilities who have not previously contacted the Office of Disability Services are encouraged to do so, by looking at their website (<http://www.ods.ohio-state.edu>) and calling them for an appointment.

Academic misconduct: Academic misconduct is a violation of the code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity that tends to compromise the academic integrity of the institution or subvert the educational process (Rules: <http://acs.ohio-state.edu/offices/oa/procedures/1.0.html>). The most common form of misconduct is plagiarism. Any time you use the ideas or statements of someone else you must acknowledge that source (including web sources) in a citation. For guidelines on research see <http://gateway.lib.ohio-state.edu/tutor>.

CLASS SCHEDULE:**THE ANCIENT NEAR EAST**Tuesday, January 13

Chronology in Archaeology: Relative and Absolute Dating

Thursday, January 15

Ancient Mesopotamia

Readings: Gates, chapter 2

THE ANCIENT NEAR EAST/THE INDUS VALLEYTuesday, January 20

Ancient Mesopotamia

Thursday, January 22Guest Lecture: Dr. Parveen Talpur, author of Moen jo Daro: Metropolis of the Indus Civilization (2014)

Readings: Gates, chapters 3-4, 10

EGYPTTuesday, January 27

Old Kingdom Egypt

Thursday, January 29

New Kingdom Egypt

Readings: Gates, chapters 5-6

THE AEGEAN BRONZE AGETuesday, February 3

Schliemann, Evans, and the Birth of Aegean Archaeology/the Minoans

REPORTS 1-3

Thursday, February 5

Akrotiri and the Eruption on Thera

REPORTS 4-6

Readings: Gates, chapter 7 (pp.118-129)

THE AEGEAN BRONZE AGETuesday, February 10

Mycenae and Pylos/Troy and the Trojan War

REPORTS 7-9

Thursday, February 12

Underwater archaeology: the Cape Gelidonya and Uluburun shipwrecks

REPORTS 10-12

Readings: Gates, chapters 7 (pp. 129-137), 8, 9 (pp. 164-166)

ANCIENT GREECETuesday, February 17

Athens, Corinth and the Rise of the Polis/The Greek Temple

REPORTS 13-15

Thursday, February 19

VISIT TO MUSEUM OF CLASSICAL ARCHAEOLOGY (Dulles Hall 028). We will divide the class into 4 groups and you will be assigned a specific group/time slot.

Readings: Gates, chapters 12-13. Browse the MOCA website in preparation for Thursday's museum visit: moca.osu.edu.**ANCIENT GREECE**Tuesday, February 24

The Greek Sanctuary: Delphi and Olympia/The Olympic Games

REPORTS 16-18

Thursday, February 26

Guest Lecture: Prof. Timothy Gregory, OSU Dept. of History, "Archaeological Field Methods: Excavation and Survey"

Readings: Gates, chapter 15. Browse the Isthmia website in preparation for Thursday's guest lecture: isthmia.osu.edu**ANCIENT GREECE****TUESDAY, MARCH 3: MIDTERM EXAM**Thursday, March 5

Athens in the 5th Century BC/The Parthenon Marbles and Issues of Repatriation

Readings: Gates, chapter 16

ANCIENT GREECETuesday March 10

Cities and sanctuaries in the Late Classical period

REPORTS 19-21

Thursday, March 12

Hellenistic Kingdoms and Cities

REPORTS 22-24

Readings: Gates, chapters 17-18

SPRING BREAK (No class week of March 16th)**THE ROMAN WORLD**Tuesday March 24

Greek and Etruscan cities in Italy

REPORTS 25-27

AIA lecture 8 PM:**Prof. Malcolm Bell, Univ. of Virginia****"Syracuse: Art and Architecture of the Forgotten Kingdom" Univ. Hall 014**

Thursday March 26

Guest Lecture: Wendy Watkins of the Center for Epigraphical and Paleographical Studies

Readings: Gates, chapter 19

THE ROMAN WORLD

Tuesday March 31

Rome to the end of the Republic

REPORTS 28-30

Thursday April 2

Rome in the Age of Augustus

REPORTS 31-33

Readings: Gates, chapters 20-21

THE ROMAN WORLD

Tuesday April 7

The Architectural Revolution at Rome

REPORTS 34-36

Thursday, April 9

Pompeii and Ostia

REPORTS 37-39

Readings: Gates, chapters 22-23

THE ROMAN WORLD

Tuesday, April 14

The Provinces

REPORTS 40-42

Thursday April 16

Looting and the Collecting of Antiquities/The Role of Museums

REPORTS 43-45

Readings: Gates, chapter 24;

Explorator: read "Looting Matters," "Illicit Cultural Property," & "SAFE"

THE ROMAN WORLD

Tuesday April 21

The Late Empire

Thursday, April 23

Rome, Jerusalem, and Constantinople in the Age of Constantine

Readings: Gates, chapter 25

FINAL EXAM: MONDAY, MAY 4, 10:00-11:45 AM (Lazenby 034)

GE Objectives:

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*Cultures and Ideas*Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

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2. Since the cultures covered by Classical Archaeology consist almost entirely of literate civilizations with historical records, students will also be required to consider the wide range of disciplines that contribute to the field, including not only material remains, but also such sources of evidence as inscriptions, literature, and other historical documents. Classical Archaeology thus necessarily brings together the methodologies of art history, archaeology, anthropology, history, epigraphy and philology.
3. The course is thus strongly interdisciplinary, since it presents the social-historical context as integral to an understanding of cultural developments. Thus it seeks to draw parallels across various religious, political, and social institutions and, at the same time, across similar cultural phenomena including art, architecture, poetry, drama and philosophy.
4. Because the course concerns several quite distinct civilizations - ranging across the entire Mediterranean and encompassing four millennia, from ancient Egypt and Mesopotamia to the later Roman Empire - it also provides many opportunities for cross-cultural comparison, not only among those civilizations covered, but also between them and our contemporary context.
5. The latter is further explored through the study of the history of the discipline since its birth in the eighteenth century, from which time the study of, and fascination with, Classical antiquity constituted a significant aspect of European intellectual and cultural history.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History of Art 2301

Instructor: Mark Fullerton

Summary: Classical Archaeology Online

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen • Discussion boards • Pre recorded lectures
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU license.
6.4 The course technologies are current.	X			All applications are web based and patched on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8Help are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Please add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Please add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Utilities are 1 st party and covered by OSU's accessibility policies.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability		X		Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the

				Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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Reviewer Information

- Date reviewed: 10/8/20
- Reviewed by: Ian Anderson

Notes: Consider using the ASC Distance Learning Syllabus Template. Method of office hours and contact info should be stated at the beginning of the syllabus. Add dates to the weekly breakdown.

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Assessment Plan for History of Art 2301 DL (100% online)

Summary

History of Art 2301 DL is a 100% online offering of the regular History of Art 2301 course. This course has not been taught online before, and not at all since assessment plans became required so there is no existing assessment plan. We therefore propose to apply similar methods and strategies that we have found to work for our History of Art 2001 online and in-class offerings. Both are large lecture courses with similar types of course material, involving the interpretation of monuments and archaeological remains within an historical context, so we expect that the outcomes assessment processes will work successfully for both courses.

History of Art 2301 is a more historically focused course than 2001; it deals with the art and archaeology of ancient Greece and Rome while 2001 offers a broad treatment of the arts of antiquity and the middle ages. HA 2301 also focuses less intensively than does 2001 on the artistic aspects of this material, and more on cultural and historical aspects, so it is applicable to the Cultures and Ideas GE category rather than Visual and Performing Arts. Otherwise the GE categories for both courses are the same.

The three GE categories approved for HA 2301 are therefore:

Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

Historical Study

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Diversity: Global Studies

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

History of Art 2301 addresses all of these objectives in multiple ways.

1. As a course in archaeology, HA 2301 engages with the material remains of ancient cultures and civilizations by means of close analyses of their form, function, and significance within the context of historical factors—political, social, and cultural alike—that contributed to their creation.
2. Since the cultures covered by Classical Archaeology consist almost entirely of literate civilizations with historical records, students will also be required to consider the wide range of disciplines that contribute to the field, including not only material remains, but also such sources of evidence as inscriptions, literature, and other historical documents. Classical Archaeology thus necessarily brings together the methodologies of art history, archaeology, anthropology, history, epigraphy and philology.
3. The course is thus strongly interdisciplinary, since it presents the social-historical context as integral to an understanding of cultural developments. Thus it seeks to draw parallels across various religious, political, and social institutions and, at the same time, across similar cultural phenomena including art, architecture, poetry, drama and philosophy.
4. Because the course concerns several quite distinct civilizations - ranging across the entire Mediterranean and encompassing four millennia, from the Bronze Age Aegean to the later Roman Empire - it also provides many opportunities for cross-cultural comparison, not only among those civilizations covered, but also between them and our contemporary context.
5. The latter is further explored through the study of the history of the discipline since its birth in the eighteenth century, from which time the study of, and fascination with, Classical antiquity constituted a significant aspect of European intellectual and cultural history.

The “GE” Assessment Component

We plan to use the same GE assessment form that we use for History of Art 2001, which was developed by our department to assess our GE offerings regularly and involves tracking student performance on a series of assignments related directly to the GE Expected Learning Outcomes (ELOs). A copy of our regular GE assessment form for History of Art 2001 is included at the end of this document. In the case of HA 2301, the specific assignments used to provide data for this assessment will range across the various requirements for the course, including examination questions, response papers, and discussion board entries.

Completed assessment forms will then be circulated, evaluated, and discussed for each course offering among the instructor of record for the course, the Undergraduate Program chair, and Teaching Associate/Graders, if any. A written account of its findings will be shared with the Department Chair.

GE ASSESSMENT REPORT FORM
History of Art

Course:
Term:
Instructor:
Number of Enrolled Students:

GE: Visual and Performing Arts

ELO1: Students analyze, appreciate, and interpret significant works of art.
Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

ELO2: Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.
Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

GE: Historical Study

ELO1: Students construct an integrated perspective on history and the factors that shape human activity.
Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

ELO2: Students describe and analyze the origins and nature of contemporary issues.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

ELO3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

GE: Diversity: Global Studies

ELO1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total

ELO2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Specific Question/Assignment:

Excellent	Good	Fair	Poor	Total