

## Term Information

Effective Term Summer 2021  
*Previous Value* Summer 2013

## Course Change Information

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

Online teaching approval

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

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond

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
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2210
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, 8 Week, 7 Week, 6 Week, 4 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
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

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<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx.
<b>Exclusions</b>	Not open to students with credit for Clas 2301 or HistArt 2301.
<b><i>Previous Value</i></b>	Not open to students with credit for 306, Clas 2301 (240), or HistArt 2301 (306).
<b>Electronically Enforced</b>	No

## **Cross-Listings**

<b>Cross-Listings</b>	Cross-listed in Clas 2301 and HistArt 2301.
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## **Subject/CIP Code**

<b>Subject/CIP Code</b>	54.0103
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
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**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• An understanding of basic archaeology</li></ul>
<b><i>Previous Value</i></b>	
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Development of archaeology as a discipline</li><li>• Relationships with sciences, humanities, and arts</li><li>• Archaeological theory and practice</li><li>• Introduction to some of the most important archaeological sites</li><li>• Pottery</li><li>• Landscape architecture</li><li>• Material culture</li><li>• Tools</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
2210 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/10/2021

**Attachments**

- DL History 2210 syllabus.docx: Syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- Hist 2210.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- Hist2210\_Shimoda\_SP15.PDF: In person syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

**Comments**

- Minor edits *(by Elmore, Bartow J on 02/08/2021 08:24 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	07/17/2020 12:40 PM	Submitted for Approval
Revision Requested	Elmore, Bartow J	02/08/2021 08:24 PM	Unit Approval
Submitted	Heikes, Jacklyn Celeste	02/10/2021 10:04 AM	Submitted for Approval
Approved	Elmore, Bartow J	02/10/2021 11:15 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/10/2021 01:57 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/10/2021 01:57 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 2210**

## **CLASSICAL ARCHAEOLOGY**

### **SPRING 2019**

## **Course overview**

### **Instructor**

Instructor: Dr. Kyle Shimoda  
Email address: Shimoda.4@osu.edu  
Office hours: TR 11:00AM-12:00PM  
Office Location: CarmenZoom

### **Course Coordinator**

### **Course description**

This course is a survey of Classical Archaeology, the material culture of the ancient Greek and Roman worlds. The course will focus primarily on the archaeology of Ancient Greek civilization (approximately 3500 BCE-10 CE) and Roman civilization (approximately 753 BCE-565 CE). We will also be discussing the material culture of related civilizations, such as Ancient Egypt and Byzantium, in this class.

In terms of chronology, we will be examining thousands of years of material history, and so we must structure this course chronologically to make the developments we will be studying easily comprehensible. Geographically, this course will be primarily focused on the Mediterranean region, though we may occasionally make forays into other areas, such as northern Europe.

Thematically, this course seeks to explore the history of the Greco-Roman world through the medium of archaeology. We will be sampling all of the traditional aspects of history: political and military history, cultural and intellectual history, social and economic history, religion, and art. Unlike in most history classes, however, the lens by which we will examine these themes is that of material culture, rather than the more typical “text-based” approach of most traditional

history classes. While we will be using textual sources to help us to understand the material culture of the classical world, these will take a backseat to archaeological methods.

## Course Objectives

Our binding question is: how can we use archaeological evidence to understand the history of the Greco-Roman world? In that, how and why can we distinguish “classical” archaeology from the archaeology of other civilizations and time periods? What is the relationship of archaeology to traditional textual history – do they complement each other, or do they represent oppositional types of evidence? Archaeology has sometimes been described as the “handmaiden of history” – do we agree with this assessment, or should archaeology be seen as a separate discipline with its own set of goals that attempts to explain the human past in a way different from that of traditional history?

To help us answer our binding question, we will be focusing on one aspect of archaeology in particular in this class: classical architecture and urban design. While we will also give consideration to other fields such as ceramics and art, buildings from the ancient world represent a type of evidence that is large, monumental, and relatively easy to access and view. Architectural currents can be followed in relation to the political and cultural changes that mark ancient history, and so we will likewise use buildings as a focusing lens to better understand Antiquity.

## GE Course Information

This course fulfills the following GE requirements: Cultures and Ideas, Diversity – Global Studies, Historical Study.

### 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 which guide human behavior.

### 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.

### 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.

## Course materials

Gates, Charles. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*. Second edition. New York: Routledge, 2011.

Please make sure to get the **second edition** of this book.

Other readings will be posted to Carmen.

## Course technology

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/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## 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

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Assignment or category	Points
Weekly Quizzes	50
Weekly Discussions	100
Midterm exam	100
Archaeological paper or project	100
Final Exam	150
<b>Total</b>	<b>500</b>

*See course schedule, below, for due dates*

### Assignment information

#### Weekly quizzes: 50 points

Please note that the course is divided into 16 weeks. There will be a quiz available each week, **excepting** weeks 1, 10 (spring break), and 16, for a total of **13 quizzes**. Each quiz will test your knowledge of the week's readings and lecture materials. Each quiz will consist of **5 multiple choice questions**, each worth 1 point. Each quiz is therefore worth 5 points. **Each quiz may be taken twice, and only the higher score will count. Your 3 lowest quiz scores will be dropped.**

Weekly discussion: 100 points

Please note that the course is divided into 16 weeks. Discussion will be available each week, **excepting** weeks 1, 10 (spring break), and 16, for a total of **13 possible weeks of discussion**. Each week, you may earn up to 10 points toward your discussion grade. For discussion, you must post **2 messages** on any of the 2 questions assigned for that week. After reviewing both of your posts, I will award you up to 10 points for that week's discussion, based on the quality of your posts. You may certainly post more than 2 messages per week, but **only your 2 strongest posts will count**. At the end of the semester, **your 3 lowest discussion scores will be dropped**.

A strong discussion post must meet the following conditions: 1) it must **respond directly** to one of the discussion questions posted for the week; 2) if other people (including the instructor!) have already posted to a question before you, your post **must advance the discussion by responding to at least one other previous post**, and without ignoring or simply repeating what any of the other posts have said as well; 3) the post must utilize information from **at least one of the readings**; 4) it must make a **reasonable historical argument**; 5) it must be **approximately 200-300 words** long. A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to use the readings, or shows a poor understanding of history, or is simply too short to make a thorough contribution.

Discussion for each week **opens at 12:00 AM Monday and closes at 11:59 PM Sunday**.

Midterm exam (available 03/02-03/03): 100 points

The midterm exam will **open on March 2 at 12:00 AM and close on March 3 at 11:59 PM**. It will cover topics from the first half of the semester. You will have 60 minutes to complete 5 short answers, each worth 10 points, and an essay worth 50 points.

Archaeological paper OR archaeological project (due 03/31): 100 points

Students will have a choice of completing either an analytical paper or an archaeological field project, due **March 31 at 11:59 PM**. Students must choose one or the other; they cannot do both. More information about the paper and project will be released later in the semester.

Final exam (available 04/25-04/26): 150 points

The final exam will **open on April 25 at 12:00 AM and close on April 26 at 11:59 PM**. You will have 120 minutes to complete 2 short answers, each worth 10 points, a first essay worth 50 points, and a second essay worth 80 points. The short answers and first essay will cover topics from the second half of the semester. The second essay will be a cumulative essay.

Extra credit: up to 20 bonus points available

You will have 2 opportunities to earn extra credit, with each worth 10 points:

Archaeological movie critique (**due March 10 at 11:59 PM**): to receive this extra credit, you must first watch an archaeology-themed movie. Some good choices are one of the Indiana Jones, Tomb Raider, or Mummy movies. After you have watched the movie, write a short essay of approximately 400-600 words in which you critique the archaeological "methods" depicted in the film. What do the archaeologists in the film do that no professional archaeologist should do,



and how would these archaeologists hurt the discipline if they were real? What (if anything) do they do correctly? Overall, do you think archaeological movies benefit or hurt the real discipline of archaeology – do they successfully promote awareness of archaeology or do they leave people with too many misconceptions and incorrect ideas? Why? Successful completion of this project will earn you 10 bonus points of extra credit.

## Late assignments

Please contact me at least three days before an assignment is due to discuss turning the assignment in late. I will take late work on a case-by-case basis.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

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

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# 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:**  
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 me *as soon as possible*.
- **Office hours and live sessions:**  
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. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## 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.)
- **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.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Ohio State's academic integrity policy

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/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### 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 \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

For each week's readings, "Gates" refers to the required book for the class, *Ancient Cities* by Charles Gates. Other readings are posted to Carmen.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 7-13	Introduction, the Discipline of Archaeology Readings: none
2	Jan 14-20	Early Archaeology Readings: Herodotus' <i>Histories</i> , Pausanias' <i>Description of Greece</i> , Hale's <i>The Haunting Presence</i> ; Gates 1-29
3	Jan 21-27	The Early Ancient Near East Readings: Gates 30-66, 78-97
4	Jan 28-Feb 3	The Later Ancient Near East Readings: Gates 98-117, 167-188
5	Feb 4-10	Bronze Age Greece Readings: Gates 118-166
6	Feb 11-17	Dark Age and Archaic Greece Readings: Gates 205-251
7	Feb 18-24	Classical and Hellenistic Greece Readings: Gates 252-305
8	Feb 25-Mar 3	Classical Architecture Readings: Vitruvius' <i>Ten Books on Architecture</i>  <b>Midterm exam available 03/02-03/03</b>
9	Mar 4-10	Early Italy Readings: Gates 309-347
10	Mar 11-17	<b>Spring Break- no assignments or readings</b>

<b>11</b>	<b>Mar 18-24</b>	The Early Roman Empire Readings: Stiebing's <i>Uncovering the Past</i> 145-153, Gates 348-370
<b>12</b>	<b>Mar 25-31</b>	The Later Roman Empire Readings: Gates 371-413  <b>Archaeological paper OR archaeological project due 03/31</b>
<b>13</b>	<b>Apr 1-7</b>	Late Antiquity I Readings: Rodley's <i>Byzantine Art and Architecture</i> 8-57
<b>14</b>	<b>Apr 8-14</b>	Late Antiquity II Readings: Rodley's <i>Byzantine Art and Architecture</i> 58-114
<b>15</b>	<b>Apr 15-21</b>	Archaeological Theory Readings: Stiebing's <i>Uncovering the Past</i> 251-280, Johnson's <i>Archaeological Theory</i> 102-121
<b>16</b>	<b>Apr 22-28</b>	Review and final exam prep Readings: none

**Final exam available 04/25-04/26**

**History 2210: Classical Archaeology, Class Number: 30294  
Spring 2015; Monday, Wednesday, and Friday, 3:00-3:55 PM; Campbell 209**

**Instructor**

Kyle Shimoda, email: [shimoda.4@osu.edu](mailto:shimoda.4@osu.edu)

Office hours (Dulles 028, the Museum of Classical Archaeology): Monday and Friday, 11:00 AM-1:00 PM and by appointment

**Enrollment**

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

**Class Description**

This course is a survey of Classical Archaeology, the material culture of the ancient (and medieval) Greek and Roman worlds. The course will focus primarily on the archaeology of Ancient Greek civilization (approximately 3650-30 BCE) and Roman civilization (approximately 753 BCE-565 CE). We will also be discussing the material culture of related civilizations, such as Ancient Egypt and Byzantium, in this class.

In terms of chronology, we will be examining thousands of years of material history, and so we must structure this course chronologically to make the developments we will be studying easily comprehensible. Geographically, this course will be primarily focused on the Mediterranean region, though we may occasionally make forays into other areas, such as northern Europe.

Thematically, this course seeks to explore the history of the Greco-Roman world through the medium of archaeology. We will be sampling all of the traditional aspects of history: political and military history, cultural and intellectual history, social and economic history, religion, and art. Unlike in most history classes, however, the lens by which we will examine these themes is that of material culture, rather than the more typical "text-based" approach of most traditional history classes. While we will be using textual sources to help us to understand the material culture of the classical world, these will take a backseat to archaeological methods.

**Course Objectives**

Our binding question is: how can we use archaeological evidence to understand the history of the Greco-Roman world? In that, how and why can we distinguish "classical" archaeology from the archaeology of other civilizations and time periods? What is the relationship of archaeology to traditional textual history – do they complement each other, or do they represent oppositional types of evidence? Archaeology has sometimes been described as the "handmaiden of history" – do we agree with this assessment, or should archaeology be seen as a separate discipline with its own set of goals that attempts to explain the human past in a way different from that of traditional history?

To help us answer our binding question, we will be focusing on one aspect of archaeology in particular in this class: classical architecture and urban design. While we will also give consideration to other fields such as ceramics and art, buildings from the ancient world represent a type of evidence that is large, monumental, and relatively easy to access and view. Architectural currents can be followed in relation to the political and cultural changes that mark ancient history, and so we will likewise use buildings as a focusing lens to better understand Antiquity.

**GE Information**



This course fulfills the following GE requirements: Historical Study, Diversity – Global Studies.

### 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.

### Readings (all required)

Gates, Charles. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*. Second edition. New York: Routledge, 2011.

Stiebing, William H., Jr. *Uncovering the Past: A History of Archaeology*. New York: Oxford University Press, 1993.

Both books are also available on closed reserve at Thompson Library.

Other readings will be available on Carmen.

### Assignments/Grading: 400 points total

1. Attendance and discussion: 50 points (12.5% of total grade)
2. Quizzes and short assignments: 50 points (12.5% of total grade)
3. Analysis paper: 100 points (25% of total grade)
4. Archaeological project: 100 points (25% of total grade)
5. Final exam: 100 points (25% of total grade)

**Please note:** either the analysis paper OR archaeological project **must** be completed by March 8. So, you must do at least one of the class's "big projects" by March 8. Thus you may **not**, for example, do both paper 3 and project 3, since both are due after March 8.

### Grading scale

A: 93-100%, A-: 90-92%, B+: 87-89%, B: 83-86%, B-: 80-82%, C+: 77-79%, C: 73-76%, C-: 70-72%, D+: 67-69%, D: 60-66%, E: 0-59%

### Attendance and discussion: 50 points (12.5% of total grade)

Attendance is **mandatory**. Students are expected to participate regularly in class discussion. Failure to regularly and intelligently participate will result in a lower grade.

Attendance policy: students are permitted 3 unexcused absences in the semester. After 3 unexcused absences, students will lose 4 points from their attendance and discussion grade for every further unexcused absence.

**\*N.B. \*** Students who arrive to class excessively late or leave class early without my permission will be treated as absent for the day.

You may use laptops and tablets to access readings and take notes during class. However, I do expect you to pay attention. I understand an occasional diversion, but if you are continually distracted during class, your attendance and discussion grade will suffer.

**Quizzes and short assignments: 50 points (12.5% of total grade)**

Once per week at random, I will hand out either a short quiz on the week's assigned reading or some form of small writing assignment, each worth 5 points. Students may drop their 3 lowest scores for these quizzes.

**Analysis paper: 100 points (25% of total grade)**

Students will be required to complete an analysis paper of approximately 1000-1500 words at some point during the semester. They will have 3 opportunities to do so. The first paper is due on February 8, the second on March 8, and the third on April 5. Each paper is due at 11:59 PM on the indicated dates, and must be submitted to the appropriate dropbox on Carmen. Additional information on each paper will be distributed during the semester.

**Paper topic 1 (due February 8):** Consider the attitude of Hale, Herodotus, and Pausanias towards archaeological remains. What do their attitudes reveal about how people throughout history have evaluated the remains of the past? Why have people throughout history valued and admired archaeological remains?

**Paper topic 2 (due March 8):** How can archaeology tell us about the historical Ancient Greek civilization? How can you describe the cultural and political values of Ancient Greece based on archaeological evidence?

**Paper topic 3 (due April 5):** How can archaeology tell us about the historical Roman civilization? How can you describe the cultural and political values of Rome based on archaeological evidence?

**Archaeological project: 100 points (25% of total grade)**

Students will be required to complete an archaeological project of approximately 500-1000 words at some point during the semester. This project will be accompanied by drawings and/or photographs (see description of each individual project). They will have 3 opportunities to do so. The first project is due on February 8, the second on March 8, and the third on April 5. Each project is due at 11:59 PM on the indicated dates, and must be submitted to the appropriate dropbox on Carmen. Additional information on each project will be distributed during the semester.

**Project topic 1 (due February 8):** Create and illustrate a typology, using any modern objects you wish (cars, furniture, etc.). Your typology should include a written description of how the objects changed over time, as well as an illustration of these changes using either drawings (your own) or photographs (photographs do NOT have to be your own). Your typology should include at least 5 individual objects.

**Project topic 2 (due March 8):** Visit the OSU Museum of Classical Archaeology (Dulles 028) and select any object on display. You should then write a detailed description of the object and fit it into a certain time period on the basis of typology. You will therefore also need to include a

comparative section in your report, and use at least 2 other objects in your typology. Include your own photograph and your own drawing of the object, and photographs of the other objects in the typology (these may be taken from other sources).

Project topic 3 (due April 5): Visit EITHER the Ohio Statehouse (address: 1 Capitol Square) OR The Annunciation Greek Orthodox Cathedral (address: 555 North High Street) in Columbus. You should then write a detailed architectural description of the front or entrance of your chosen building, and also discuss how the architects utilized and modified aspects of classical (for the statehouse) or Byzantine (for the cathedral) architecture. You must also suggest a surviving classical or Byzantine building that provides a good parallel for your building and justify your decision. Include your own photograph and your own drawing of the side of the building you are describing, as well as a photograph of your parallel building (may be taken from another source).

**Final exam: 100 points (25% of total grade)**

The final exam is mandatory for all students. It will be held on Friday May 1 from 4:00 to 5:45 PM in Campbell 209. It will be a comprehensive exam taking into account all of the semester's materials. You will have the full 105 minutes to complete 2 short answers, each worth 5 points, and 2 essays worth 45 points each.

**Extra credit: up to 16 bonus points possible (up to 4% bonus)**

You will have two opportunities to earn extra credit, with each worth 8 points (2%):

Archaeological movie critique (due April 26 at 11:59 PM to the Carmen dropbox): to receive this extra credit, you must first watch an archaeology-themed movie. Some good choices are one of the Indiana Jones, Tomb Raider, or Mummy movies. After you have watched the movie, write a short essay of approximately 250-500 words in which you critique the archaeological "methods" depicted in the film. What do the archaeologists in the film do that no professional archaeologist should do, and how would these archaeologists hurt the discipline if they were real? What (if anything) do they do correctly? Overall, do you think archaeological movies benefit or hurt the real discipline of archaeology – do they successfully promote awareness of archaeology or do they leave people with too many misconceptions and incorrect ideas? Why? Successful completion of this project will earn you 8 bonus points/2% extra credit.

SEI: SEIs will be available approximately two weeks before the end of the semester. If at least 80% of all students enrolled in the class complete the SEI, everyone in the class will receive 8 bonus points/2% extra credit.

**Late Assignments**

Late papers or projects: assignments will lose credit at the rate of 10 points within every 24-hour time period that elapses past the hour it was due. Assignments that are 72 hours (three 24-hour time periods) past the due date will not be accepted.

Final exam policy: if you will have a valid excuse to miss the final exam, please let me know as soon as possible so that alternate arrangements can be made for you.

**Academic Dishonesty**

It is your responsibility, as a student of this university, to avoid any kind of academic misconduct. In this class we want specifically to urge you to avoid plagiarism carefully. Plagiarism is, simply, using material that you did not produce yourself without indicating its precise origin and ownership: this can mean 1) allowing someone else to write a paper or an examination for you, 2) copying something from a book, website, etc. and failing to mention clearly where this material is

from, 3) assisting someone else to commit plagiarism by giving or selling your own work to someone else. 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://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

### **Students with Disabilities**

Those who have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone (614)292-3307, TDD (614)292-0901; <http://www.ods.ohio-state.edu>.

### **Semester Schedule**

#### **Week One (01/12-01/18): Introduction and Backgrounds, Early Archaeology**

Monday 01/12: syllabus, policies, archaeological fundamentals

Readings: none

Wednesday 01/14: archaeological foundations, classical civilization

Readings: Stiebing 19-25; "Introduction to Classical Archaeology;" Hale's "The Haunting Presence;" *Ohio State Excavations at Isthmia* (skim the website)

Friday 01/16: history and archaeology

Workshop: historical method

Readings: Stiebing 29-32; Gates XX-XXIII, 1-10

#### **Week Two (01/19-01/25): Early Archaeology (continued)**

Monday 01/19: Martin Luther King, Jr. Day – no class

Wednesday 01/21: perception of the past from Antiquity to the Renaissance, travelers

Readings: Stiebing 33-46; Hesiod's *Theogony*; Herodotus' *Histories*; Pausanias' *Description of Greece*

Friday 01/23: scientific contributions, prehistoric archaeology

Workshop: writing a thesis statement and making arguments

Readings: Stiebing 46-54; "Geography, Environment, and Archaeology in Greece;" Gates 25-29

#### **Week Three (01/26-02/01): The Ancient Near East**

Monday 01/26: Egyptian archaeology – early developments

Readings: Stiebing 55-69; Gates 90-96

Wednesday 01/28: Egyptian archaeology in maturity

Readings: Stiebing 69-84; Gates 109-117

Friday 01/30: Mesopotamian archaeology

Workshop: working with sources and making proper citations

Readings: Stiebing 85-106

Week Four (02/02-02/08): Early Aegean Archaeology

Monday 02/02: Schliemann and the discovery of Troy

Readings: Stiebing 119-130; Gates 138-143; Pitt Rivers' *Catalogue*

Wednesday 02/04: Schliemann and Mycenaean Civilization

Readings: Stiebing 130-134; "Greek Mythology;" Gates 129-137

Friday 02/06: Evans and Minoan Civilization

Readings: Stiebing 134-142; Gates 118-129

**Paper 1 and/or project 1 due 02/08**Week Five (02/09-02/15): Archaic, Classical, and Hellenistic Greece

Monday 02/09: Archaic Greece, Greek architecture

Readings: Gates 205-209, 211-214, 216-225, 228-232

Wednesday 02/11: Classical Greece, Athens

Readings: Gates 252-268

Friday 02/13: Hellenistic Greece

Readings: Gates 282-303

Week Six (02/16-02/22): Classical Pottery and Sculpture, Greek Sanctuaries, Isthmia

THIS WEEK: For Wednesday and Friday, meet in the Museum of Classical Archaeology (Dulles 028) ONLY on the day and time your group has been assigned.

Monday 02/16: pottery, sculpture, sanctuaries, Ohio State excavations

Readings: Gates 232-251; *Fieldwork at Isthmia*: "Basic Recording Procedures," "Visual Representations (including "3D Renderings of the Roman Bath")," "Lifting the Monochrome Mosaic," and "The Pottery Dump"

Wednesday 02/18: Group 1 at 3:00, Group 2 at 3:25; museum visit

Readings: make sure that you have read Gates 232-237

Friday 02/20: Group 3 at 3:00, Group 4 at 3:25; museum visit

Readings: make sure that you have read Gates 232-237

Week Seven (02/23-03/01): Italian Archaeology

Monday 02/23: early Italian archaeology, Magna Graecia

Readings: Stiebing 143-153; Gates 309-317

Wednesday 02/25: the Etruscans, introduction to Rome

Readings: Stiebing 153-158; Gates 317-331

Friday 02/27: Roman Republic, Augustan Rome

Readings: Gates 331-355

Week Eight (03/02-03/08): The Roman Empire

Monday 03/02: Italian archaeology in maturity, Pompeii, Ostia

Readings: Stiebing 159-165; Gates 356-370; Pliny the Younger's *Letter to Tacitus*

Wednesday 03/04: Rome during the empire  
Readings: Gates 371-392

Friday 03/06: the Roman provinces  
Readings: Gates 393-413

**Paper 2 and/or project 2 due 03/08**

Week Nine (03/09-03/15): Classical Architecture

THIS WEEK: For Wednesday and Friday, meet at the bottom of the steps of Page Hall on the Oval ONLY on the day your group has been assigned.

Monday 03/09: architecture, construction techniques, cultural perception of buildings  
Readings: *Fundamentals of Classical Architecture*; *Classical Architecture Terms*; *The Classical Orders*; Vitruvius' *Ten Books on Architecture*: book 3/chapter 1/section 1 to book 3/chapter 1/section 4 (3.1.1-3.1.4), book 4/chapter 1/section 3 to book 4/chapter 1/section 10 (4.1.3-4.1.10); Gates 219-225 (highly recommended review)

Wednesday 03/11: Groups 1 and 2, architectural analysis  
Readings: make sure that you have completed Monday's readings

Friday 03/13: Groups 3 and 4, architectural analysis  
Readings: make sure that you have completed Monday's readings

Week Ten (03/16-03/22): Spring Break – no classes  
Spring break – no classes

Week Eleven (03/23-03/29): From Rome to Byzantium

Monday 03/23: early Christian archaeology  
Readings: (will update later)

Wednesday 03/25: Constantinople  
Readings: (will update later)

Friday 03/27: early Byzantine archaeology  
Readings: (will update later)

Week Twelve (03/30-04/05): Post-Classical Archaeology

Monday 03/30: Medieval Europe  
Readings: (will update later)

Wednesday 04/01: later Byzantine and crusader archaeology  
Readings: (will update later)

Friday 04/03: post-medieval Greece  
Readings: (will update later)

**Paper 3 and/or project 3 due 04/05**

Week Thirteen (04/06-04/12): Archaeological Method

Monday 04/06: foreign archaeological schools, excavation preliminaries

Readings: "What Is Excavation?;" *Major Early Excavations in Greece; Principles of Excavation I; Principles of Excavation II*

Wednesday 04/08: excavation methods

Readings: Hester, Shafer, and Feder's "Methods of Excavation"

Friday 04/10: analysis, dating methods

Readings: "Archaeological Analysis;" *Scientific Dating*

Week Fourteen (04/13-04/19): Evolution of the Field

Monday 04/13: archaeological theory

Readings: Stiebing 251-263

Wednesday 04/15: survey technique

Readings: "Survey Archaeology;" *Handbook for Fieldwalkers*

Friday 04/17: New Archaeology

Readings: Stiebing 265-277

Week Fifteen (04/20-04/26): The Future of Classical Archaeology

Monday 04/20: nautical archaeology

Readings: Stiebing 227-248

Wednesday 04/22: politics and ethics, gender and race

Readings: *Archaeological Politics in the Mediterranean; Archaeological Ethics; Gender and Race in Classical Archaeology*

Friday 04/24: moving in new directions

Readings: Stiebing 277-280; *Post-Processual Archaeology*

**Movie critique extra credit due 04/26**

Week Sixteen (04/27-05/03)

Monday 04/27: summation, legacy, and conclusions on Classical Archaeology

Readings: none

Exam Period (04/29-05/05)

Friday 05/01: **final exam** from 4:00 to 5:45 PM in Campbell 209



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 2210**

**Instructor: Kyle Shimoda**

**Summary: Classical Archaeology**

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"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
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			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			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			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				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

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson



**Notes: Good to go!**

<sup>a</sup>The 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add 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>

<sup>c</sup>Add 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.