

Term Information

Effective Term Autumn 2024
[Previous Value](#) Autumn 2022

Course Change Information

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

Removing HCS category in favor of adding Lived Environments Theme. Also removing prereqs and adjusting course description to better fit the Themes content of the class.

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

This course was initially grandfathered in at the Foundations level, but the Faculty member would like to teach it as a themes course instead because the content is a better match for themes.

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	2213
Course Title	The Ancient Mediterranean City
Transcript Abbreviation	Ancient Medit City
Previous Value	Ancient Med City
Course Description	A study of cities in the ancient Near East, Greece, and Rome, with particular scholarly attention to the city as a locus of human-environment interaction, and how inhabitants perceived and represented the urban environments in which they lived. The course includes an extensive case study of daily life in the Roman city of Pompeii.
Previous Value	Cities in the ancient Near East, Greece, and Rome, with an emphasis on their physical form and historical importance.
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?	No
Previous Value	Yes, Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

[Previous Value](#) *Prereq or concur: English 1110.xx.*

Exclusions

[Previous Value](#) Not open to students with credit for 504.02.

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

General Education course:

Historical Study; Lived Environments

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

[Previous Value](#)

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

General Education course:

Historical Study; Historical and Cultural Studies

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

- The class introduces students to the history of the ancient Mediterranean city as both a set of ideas and a lived environment from c. 50,000 BCE to 500 CE.
- Students learn how to read, analyze and write about ancient Greek and Latin primary sources (read in English translation), and develop an appreciation for their particular challenges as historical documents.
- Students are introduced to some of the more salient material and social features of ancient urbanism around the Mediterranean.
- Students will learn how case studies can illuminate larger trends in history.
- Students are introduced to some of challenges of urban life in the ancient Mediterranean, including the impact of natural and human-made disasters on cities and citizens.

[Previous Value](#)

Content Topic List

- Origins of cities
 - Early cities in Mesopotamia
 - Developments in Egypt and the Aegean Bronze Age
 - The rise of the Greek polis
 - Urban development in the Roman period
 - Urban planning
 - Urban problems and successes
 - Aqueducts
- No

Sought Concurrence

[Previous Value](#)

Attachments

- Sessa, SP24 submission-lived-environments Word.docx: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)
- HIS 2213 Syllabus LE Sessa 5.10.2024.docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)

Comments

- Uploaded revised syllabus in response to committee feedback. *(by Getson,Jennifer L. on 05/10/2024 04:33 PM)*
- Please see feedback email sent to department 05-06-2024 RLS *(by Steele,Rachel Lea on 05/06/2024 12:51 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	04/03/2024 01:21 PM	Submitted for Approval
Approved	Soland,Birgitte	04/03/2024 01:24 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/10/2024 10:52 AM	College Approval
Revision Requested	Steele,Rachel Lea	05/06/2024 12:51 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	05/10/2024 04:33 PM	Submitted for Approval
Approved	Soland,Birgitte	05/11/2024 07:30 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	05/11/2024 07:30 AM	College Approval

HIS 2213: The Ancient Mediterranean City (50,000 BCE – 500 CE)

Prof. Tina Sessa

sesta.3@osu.edu

Office: 332 Dulles Hall

Office Hours: Wednesdays 2:30-3:30 or by appointment

Days/Times: XXXX

3 Credit Hours

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Description

The English term “politics” derives from the Greek *polis*, meaning “city,” while the word “civilization” stems from *civitas*, the Latin term for “city.” As these etymologies suggest, the history of the ancient Mediterranean city relates to our modern, western conceptions of government and culture, but in ways that are complex and multi-faceted – as this course will demonstrate. The class introduces students to the history of the ancient Mediterranean city as both a set of ideas and a lived environment from c. 50,000 BCE to 500 CE. Through this wide chronological sweep, we shall explore topics such as the region’s earliest large-scale migrations and the construction of its earliest cities; the rise of pan-Mediterranean trading centers, the birth of the literary conceit of “the city” as a synonym for “civilization,” and the heyday of Athenian democracy; Alexander’s Hellenic urban explosion and the birth of Rome and Roman urban imperialism; and the contracting urbanisms of Late Antiquity. In addition to appreciating the achievements of ancient Mediterranean urbanism, the class will consider how elite and non-elite people *lived* in Mediterranean cities through an extensive case study of the material evidence from the Roman city of Pompeii.

Course Goals and Learning Outcomes

This course fulfills the goals and ELOs for the “Lived Environments” category in General Education and the goals and ELOs for the Historical or Cultural Studies category in General Education (legacy).

Goals for “Lived Environments” GE Theme

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Lived Environments Rationale Paragraph

Weekly reading assignments require students to analyze a range of primary source material, and to reflect on the strength of scholarly arguments about ancient cities. The two short essay assignments, which ask students to interpret a primary source on three different levels of meaning, provides an opportunity to demonstrate their acquired critical thinking skills. Through all three regular class activities (reading, lecture, discussion), students will come to understand what the cities looked like, what their material remains tell us about their distinct cultures; and how scholars believe they could have been economically and environmentally sustained. Each lecture will introduce students to one or more approaches to studying ancient Mediterranean cities, though we will focus extensively on two forms: archaeological evidence and ancient Greek and Latin textual evidence. All readings and in-class discussions revolve around the question of human interactions with the built environment and how these interactions change over time and space.

Legacy GE: Historical Study

This course fulfills the Historical Study in requirements in General Education

Course Goal for Historical Study: Students recognize how past events are studied and how they influence today's society and the human condition

Learning Outcomes:

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

Historical Studies Rationale Paragraph

In this class, students regularly engage with cutting-edge secondary scholarship both through weekly assigned reading and in class discussions framed around this reading. Weekly reading assignments require students to analyze a range of primary source material, and to reflect on the strength of scholarly arguments about ancient cities. The two short essay assignments, which ask students to interpret a primary source on three different levels of meaning, provides an opportunity to demonstrate their acquired critical thinking skills. Students will analyze how modern, western conceptions of government and culture have been impacted by the ancient Mediterranean conceptions of the city studied in class.

Additional Goals:

- Students learn how to read, analyze and write about ancient Greek and Latin primary sources (read in English translation), and develop an appreciation for their particular challenges as historical documents.
- Students are introduced to some of the more salient material and social features of ancient urbanism around the Mediterranean.
- Students will learn how case studies can illuminate larger trends in history.
- Students are introduced to some of challenges of urban life in the ancient Mediterranean, including the impact of natural and human-made disasters on cities and citizens.

Books (available through B&N OSU Bookstore)

Mary Beard, *The Fires of Vesuvius: Pompeii Lost and Found* (Cambridge, MA: Belknap Press, 2008). ISBN: 978-0674045866.

All additional required reading on CARMEN (*C) and on the WEB (links provided).

A note on one of the **sourcebooks** used on Carmen:

Jo-Ann Shelton, *As the Romans Did* (Oxford: Oxford University Press, 1998, 2nd edition).

As the Romans Did is a collection of ancient primary sources, all typically excerpted from a larger text and translated into English. In other words, you are not reading the whole document, but a modern editor's choice of a key passage. For a definition of a primary source, see below. You may cite sources from these collections as ancient texts in your papers and final project. However, always be certain to distinguish between the editors' introductions to the text (usually in larger or smaller font) and the ancient primary source.

COURSE REQUIREMENTS

Assigned Reading: All students are expected to complete the entire reading assigned for the day that it is assigned. This is not a class taught exclusively from a textbook, so students should focus on the assigned *primary sources*.

Written and In-Class Assignments: Students must complete **all** assignment for this course. Any student who does not complete any one of assigned exams, essays, and in-class exercises will receive an E for his/her final grade.

If you fail to complete a requirement on the assigned date, you will be permitted to make it up at the instructor's convenience and in a form that can be completed outside the classroom. You may also hand in your papers late. However, **you will be penalized a full grade point (e.g., A to B+), unless you have gained the instructor's permission in advance to take the exam/hand in the paper on another date and/or can provide documentation for your absence.**

Class Assignments:

In-Class Exercises	5%
Quizzes (6)	30%
Short Writing Assignments (2)	30%
Final Research Project	35%

In-Class Exercises

(5 points)

During every class meeting, I will expect active participation by all students. By “active participation” I mean raising your hand to ask and answer questions; engaging in small group activities during the class period; and remaining focused on the lecture by refraining from using electronic devices (which are not allowed, see below). There will also be small group exercises during class designed to facilitate discussion of course material, especially primary sources (texts and material artifacts).

Quizzes

(5 points each)

Students will take six short quizzes throughout the semester, with questions in the form of short answer, fill-in-the-blank, and multiple choice. These quizzes will focus on *content* from the reading and lectures, and are designed to assess how well students are following the course material and keeping up with the reading assignments. They will be also be cumulative in nature, building on each week through comparative questions. Quizzes will help students achieve the goals laid out in ELO 2.1 and master details that will allow them to achieve the ELOs specific to this GE theme, especially 4.1-4.3.

Short Writing Assignments

(15 points each)

DATES: TBA. Upload to Carmen by 11:59 pm

Each student will compose two essays that answer a prompt through the careful analysis of *primary sources* in the form of quotations (provided by me) from ancient texts that we have read this semester. You will write a short essay (*two-three pages, double-spaced*) in which you explicate the quote (i.e., explain what it means), and explain the importance of this statement to the author’s purpose. You should also explain how the quote, and the text from which it comes, relates to wider questions about ancient Mediterranean cities per the specific prompts for each question. You should aim at clear, succinct analysis, and you should pay particular attention to the *language* of the quote. Finally, you should use *citations* (footnotes or in-text): you *must* refer to the primary source itself. These essays, which require critical reading, thinking, and writing, align well with ELOs 1.1-1.3 as well as 4.2.

All essays must be typed, double-spaced, written in 12 pt. Times/New Times font, and have 1.25-inch margins. **Instead of bibliographies, students must CITE each of their references**

to the primary source in the appropriate manner (as instructed by me in class). You may use footnotes or internal citations.

Review your work: Before handing in your essay, read through it once again, asking yourself if your essay meets the following criteria:

1. Does the paper follow the stated directions (i.e., must analyze the quotation on the three levels of a) passage b) work and c) historical context?
2. Does the paper pay close attention to the language of the quotation, that is, HOW the author articulates the issue and frames the problem?
3. Does the paper contain any excessively broad generalities that should be jettisoned?
4. Is the draft free from grammatical and spelling errors? Are the names of the ancient authors and titles spelled correctly?

A **primary source** is a text, inscription, artifact, or other remains that was created by a person living in the ancient world. Primary sources are the evidence upon which historians build their interpretations of the past. They give us access to the thought world and living conditions of ancient people.

- Examples of primary sources used in this class: Homer, the *Odyssey* and the ancient texts collected in Shelton, *As the Romans Did*.

A **secondary source** is a modern scholarly discussion and/or interpretation of the past. Secondary sources build on primary sources, but they were written in modern times and do not give us direct access to the thought world of ancient people.

- Examples of secondary sources used in class: Sessa, *Daily Life in Late Antiquity*; Beard, *The Fires of Vesuvius*

Final Research and Curation Project

(35 points)

For your final project, you will research and curate a small presentation on one *specific* urban space, artifact, or practice from the ancient Mediterranean world. For example, you might wish to examine the “palace” structure from the Bronze Age city of Knossos on Crete, or the silver hoard from the Caelian Hill in Rome buried sometime before Alaric’s sack of the city in 410. You can also investigate a specific urban-centered practice within a particular place, such as the bathing routines of Pompeians who frequented the Stabian baths.

The goal of this assignment is to create a visual and/or aural guide to your chosen topic for an imagined audience of non-historians. How does your topic illuminate the relationship between humans and the urban environment? What are the chief attributes of your topic that make it an especially illustrative form of evidence for lived experiences in ancient Mediterranean cities? How do variables such as social status, wealth, legal identity or gender figure into the topic’s significance as a feature of an urban environment? And how do *we* experience this evidence of ancient urban life today – is it a still visible archaeological ruin, an object in a museum, or a

reconstruction from ancient texts? Those who satisfactorily complete this assignment will demonstrate several of the key learning outcomes for this particular GE theme, notably 3.2 and 4.1 and 4.3.

There are four steps to completing this final project:

Step One: Select a specific urban space, monument, artifact, or practice. It is important to be extremely NARROW in your choice. Do not, for instance, pick “amphitheaters.” Pick a specific amphitheater that is at least partially extant in one ancient Mediterranean city.

Step Two: Conduct research on your chosen topic, paying close attention to the various historical contexts that are relevant to it: the people who first created it and/or participated in it, with attention to limiting factors such as social and economic status, gender, and legal position; its longer-term use and trajectory within the city as either a physical space or practice; and how *we* experience it today as an example of ancient lived culture – can we actually “go” see it or are we largely reliant on textual reconstructions?

Step Three: Craft a primarily visual and/or oral narrative that examines all the contexts that relate to your monument. For this step you have three choices of platforms:

- A webpage
- A five-minute podcast
- A ten-minute narrated PowerPoint or Prezi slideshow

In all three cases, you will be expected to present a narrative that is well researched and carefully structured. You will also be asked to **upload a bibliography onto Carmen**. Each platform will be assessed slightly differently, so please read the detailed directions below.

Webpage Option

You have the option of designing a webpage dedicated to the monument and its various contexts, including (if applicable) any controversies that surround its current placement.

Every webpage **must use three** of four possible media: video, audio, button, and text (approximately 2000 words).

OSU has a subscription for free, user-friendly software, with which to create the webpage called Adobe Spark. The website is: <https://spark.adobe.com/>. Directions for logging in are available through OSU’s Digital Flagship: <https://digitalflagship.osu.edu/adobe-spark>.

In addition to uploading the website address onto Carmen, please also include an annotated bibliography that presents all sources used to create the webpage.

Podcast Option

The format of your podcast is up to your group. Suitable formats include an interview, a mystery, or a short report. The entire audio narrative should be five minutes long, and you should be certain to start with a written text (it makes recording a great deal easier).

The assessment will be based on the **written transcript** of the podcast, the quality of podcast recording and editing, and the annotated bibliography.

In terms of learning how to record a podcast (or more correctly, an audio file), please watch the following video to help you prepare. The link is [here](#). It includes information about free editing software called Audacity (<https://www.audacityteam.org/>), which you can download and use to edit your audiofile.

Depending on Covid-related shutdowns, you may be able to record your narrative in a special audio recording studio on campus run by ODEE. To find out more about this option, go to: <https://odee.osu.edu/audio-studio>

Narrated PP or Prezi Slideshow Option

Your third option is to create a five to ten minute narrated PowerPoint or Prezi slideshow. Each slide must include three different media: image, text, and audio (voice narration).

*Students who choose this option must already possess the appropriate software.

Remember that a slideshow should also have a narrative and is primarily about educating your audience: it should begin with introductory material, build up with details to a particular point or conclusion, and then end with a recap of what was shown.

Step Four: Publish your narrative on Carmen, and then examine/evaluate two other narratives.

Attendance, Grading, and Electronic Device Policies

Attendance: Attendance will be taken at every class meeting, and students are expected to attend each class. Each student is permitted TWO unexcused absences. **Students required to quarantine because of Covid exposure will be excused.** Any student with three or more unexcused absences will see his/her final grade reduced by a full grade point (e.g. A to B+).

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 (67-60), E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

Electronic Device Policy

This classroom is **device-free**. All cell phones, tablets, and laptops should be switched off and put away unless otherwise directed by me. Texting, typing, and surfing the internet during class creates an atmosphere of distraction and undermines the basic purpose of education: to listen, learn, think, and discuss the topic at hand. Numerous studies have demonstrated that multi-tasking is detrimental to classroom learning. See, for example, Faria Sana, Tina Weston, and Nicholas Cepeda, "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers," *Computers and Education*, 62 (2013): 24-31.**

**Students with disabilities that prevent them from handwriting notes are exempt from this policy.

Enrollment Requirements, Statements, and Special Requests

All students must be officially enrolled in this course by the end of the **FIRST** full week of the semester. No requests to add this course will be approved by the department chair after this time. Each student is solely responsible for his/her enrollment.

Statement on Disability

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement on 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 or calling [614-292-5766](tel: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](tel: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.

Statement on Violence and Sexual Harassment

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 at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Statement on Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Academic Misconduct 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://studentaffairs.osu.edu/csc/>

Class Schedule and Reading Assignments

Part I: Regions, Concepts, Definitions

In this first unit, students will learn some of the key terms, scholarly definitions, and concepts that we will be using throughout the course, as well as how to critically engage with them in depth (per ELO 1.2 and 4.3). You will read the classic essay on the origins and characteristics of early urbanism by V. Gordon Childe as well as a recent critique of Childe’s model by Jason Ur, and you will be encouraged to take a position yourself. Part one also helps you achieve ELO 3.1, as you shall learn through readings and lectures that the Mediterranean Sea is not a single, homogeneous environment but a plurality of environments, with distinct micro-ecologies. Complexity is a main theme running through the entire course, and thus receives explicit attention in this first, foundational unit.

WEEK ONE

W Aug. 21: Introduction to the Course and Syllabus

F Aug. 23: How to Study the Ancient Mediterranean, its Cities and People

Reading: NONE

WEEK TWO

M Aug. 26: What is a city?

Reading:

V. Gordon Childe, "The Urban Revolution," *Town Planning Review* 21 (1950): 9-16 (*C)

W Aug. 28: Complicating Childe's Model: "Emergence" versus "Revolution"

Reading:

Jason A. Ur, "[Space and Structure in Early Mesopotamian Cities](#)." In *Landscapes of Pre-Industrial Cities*, edited by Georges Farhat (Washington DC: Dumbarton Oaks, 2020), 37-59. Copy at <http://tinyurl.com/ydgff7me>

F Aug. 30: NO CLASS

Part II: Varieties of Mediterranean Urbanism

Part two of the course engages most directly and consistently the core ELOs of this GE Theme. In this second unit, students are introduced to wide range of large Mediterranean settlements through at home readings and intensive in-class instruction and discussion. You will come to understand what these ancient cities looked like, what their material remains tell us about their distinct cultures, and how scholars believe they could have been economically sustained. The unit also explores the uncertainty and even precarity of the human-environmental relationship through dedicated readings and discussion of the Bronze Age collapse (Week 6) and of the extraordinary efforts it took to build, feed, and manage the imperial city of Rome. All of this reading, coursework, and discussion will help you achieve ELO 3.1 as well as ELO 4.3, because classroom discussion will encourage you to reflect on how each iteration of urbanism in the ancient Mediterranean does and does not align with Childe's famous formulation. In addition, this section helps you achieve the goals of ELO 3.2. All readings and in-class discussions in this unit revolve around the question of human interactions with the built environment and how these interactions change across time and space, including the micro-regional nature of the Mediterranean natural and built environments.

Finally, unit two helps you achieve the thematic learning outcomes 4.2 and 4.3. Readings,

lectures, and discussions will teach you how to interpret some key monumental features of Mediterranean cities (e.g., the Greek *agora*) as cultural artefacts (as well as physical spaces), which shape, and are shaped, by shared values. To this end, and primarily through readings of ancient primary sources in English translation, you will come to understand how the literary depiction of cities functioned as markers of Greek and Roman “civilization” versus “barbarism,” and how ancient Mediterranean constructs of government (whether Greek democracy, Roman Republicanism, or Hellenistic/Roman authoritarianism) produce certain visions of “the city.”

WEEK THREE

M Sept. 2: NO CLASS (Labor Day)

W Sept. 4: The Making of the Mediterranean Sea

Reading:

Broodbank, *The Making of the Middle Sea*, pp. 54-79

F Sept. 6: Agriculture and the First Settlements

Reading:

Greg Woolf, *The Life and Death of Ancient Cities*, pp. 39-76

WEEK FOUR

M Sept. 9: Stone Age Island Hopping

Reading:

Strassner et al., “Stone Age Seafaring in the Mediterranean: Evidence from the Plakias Region for Lower Palaeolithic and Mesolithic Habitation of Crete,” *Hesperia* 79.2 (2010): 145-190.

W Sept. 11: What Made Uruk a City?

Reading:

G. Selz, “The Uruk Phenomenon,” in *The Oxford History of the Ancient Near East* (2020)

*For some basic information and images:
https://www.metmuseum.org/toah/hd/uruk/hd_uruk.htm

F Sept. 13: Discussion and Quiz #1

Reading: NONE

WEEK FIVE

M Sept. 16 What is a Mediterranean City?

Reading:

R. Osborne and A. Wallace-Hadrill, "Cities of the Ancient Mediterranean World," in *The Oxford Handbook of Cities in World History* (2013) (*C)

W Sept. 18- F Sept. 20 : Bronze Age Urbanism in the Eastern Mediterranean

Reading:

C. Gates, "Aegean Bronze Age towns and cities," and "Anatolian Bronze Age Cities" in *Ancient Cities*, pp. 118-151. OR Woolf, 115-40

WEEK SIX

M Sept. 23: Daily Life in Minoan Crete and Beyond

Reading:

Younger, "Minoan Women" in *Women in Antiquity* (2016), 573-94 (*C)

Pelak, "Uluburan Shipwreck," in *The Oxford Handbook of the Bronze Age Aegean* (2012), 862-76. (*C)

W Sept. 25: Sir Arthur Evans, Knossos, and the Problem of Cultural Projection/ Quiz #2

Reading:

I. Shoep, "Building the Labyrinth: Arthur Evans and the Construction of Minoan Civilization," *American Journal of Archaeology* 122.1 (2018): 5-32.

F Sept. 27: A Bronze Age Collapse in the Mediterranean?

Reading:

E. Cline, *1177 BC: The Year Civilization Collapsed* (Princeton: Princeton University Press, 2014), 102-138

WEEK SEVEN

M Sept. 30: Homer and the Cultural Construction of the Greek City

Reading:

Homer, *Odyssey* 2.1-259; 6.251-287 and 9. 82-319

J. Hall, *The History of the Archaic Greek World, ca. 1200-479 BC*, pp. 67-118

Woolf, *The Life and Death of the Ancient City*, pp. 188-208, “A Greek Lake”

W Oct. 2: Literature and the Making of the *Greek* Mediterranean

Reading:

Herodotus (ADD); Hippocratic Writers, *Airs, Waters, and Places* (ADD)

F Oct. 4: Discussion and Quiz #3

Reading: NONE

WEEK EIGHT

M Oct. 7: Traders and Colonizers: Phoenicians and Greeks in the Western Mediterranean

Reading:

Antonaccio, “Colonization: Greece on the Move, 800-480 BCE” in *The Cambridge Companion to Archaic Greece* (2007): 201-224

Dridi, “Early Carthage: from its foundation to the battle of Himera (ca. 814-480 BCE),” in *The Oxford Handbook to the Phoenician and Punic Mediterranean* (2022), 140-54.

W Oct 9: A Greek City-State: Athens, Democracy, and Urbanism

Reading:

C. Gates, "Athens in the 5th-Century BC," in *Ancient Cities*, pp. 252-268.

Thucydides, *History of the Peloponnesian War* 1.10.2 (= Book 1, chapter 10, section 2) and 2.15.1-6

Plato, *Laws* 778a-779d

F Oct 11: NO CLASSES (FALL BREAK)

WEEK NINE

M Oct. 14 – W Oct. 16: Alexander and the Hellenistic City

Reading:

Thonemann, *The Hellenistic Age: A Very Short Introduction*, chp. 2 (general history) and 6 (on the Hellenistic city of Priene).

F Oct. 18: The Etruscan City-State and the Rise of Rome, and Quiz #4

Reading:

C. Smith, *The Etruscans: A Short History* (Oxford, 2014), 20-52.

Optional: Gates, "Rome from its Origins to the End of the Republic," in *Ancient Cities*, pp. 328-347

WEEK TEN

M Oct. 21: Rome as the "Eternal City" and the "Republic of Citizens"

Reading:

Cicero, *De re publica*

Vergil, *Aeneid* 1.418-519 (= Book 1, lines 418 to 519) ADD

Livy, *From the Foundation of the City (Ab urbe condita)* 1.preface-1.21

W Oct. 23 and F Oct. 25: Imperial Rome, An Ancient Urban Unicorn

Topics to discuss: Managing resources (food, water) and a million people; monuments, power, and patronage

Reading:

Gregory S. Aldrete, *Daily Life in the Roman City*, pp. 24-42, 75-92 and *Floods of the Tiber in Ancient Rome* (Baltimore, Johns Hopkins University Press, 2007), 166-203.

WEEK ELEVEN

M Oct. 28: Roman Urbanism outside Italy: A Tool of Imperial Control

Reading:

Woolf, "The Ecology of Roman Urbanism," in *The Life and Death of Ancient Cities*, 353-76
Foundation charter for the *colonia Iulia genetica*
Tacitus, *Agricola*

W Oct. 30: The End of the Ancient City? Roman Cities in Late Antiquity/ Quiz #5

Reading:

J. H. W. G. Liebeschuetz, "The End of the Ancient City," in Rich, *The City in Late Antiquity*, pp. 1-49.

F Nov. 1: NO CLASS MEETING

Work independently on your second short essay.

Due by 11:59pm on Carmen.

Part III: Daily Life in a Roman City: A Case Study of Pompeii to 79 CE

In this third and final unit on Pompeii, you will have the opportunity to strengthen several ELOs specific to the Lived Environments GE theme, such as 3.2 and 4.2. Through primary source readings (collected in the source book edited by Cooley and Cooley) we will

investigate precisely how Pompeians in the late first century CE directly interacted with their environments by exploring the remains of temples, market areas, houses, and the omnipresent extant graffiti. The Pompeii unit will also engage with ELO 3.1 through discussion of the various earthquakes that damaged the ancient city before its destruction in 79, and how these kinds of uncertain disasters both created ruins and afforded opportunities for new construction.

WEEK TWELVE

M Nov. 2 to F Nov. 8: Introduction to Pompeii's History and Archaeology

Reading for week:

M. Beard, *The Fires of Vesuvius*. **READ WHOLE BOOK by Nov. 8

F Nov. 8: Discussion and QUIZ #6

*We will also discuss useful databases for your final research project

WEEK THIRTEEN

M Nov. 11: NO CLASS (Veterans' Day)

W Nov. 13: Infrastructure and the Built Environment: Water, Sewage, Streets

Reading:

Poehler, *The Traffic Systems of Pompeii*, ch. 6.
Cooley and Cooley, *Pompeii and Herculaneum*, F86-87 (pp. 180-2)

F Nov. 15: Religion and Politics

Reading:

Aldrete, *Daily Life in the Roman City*, 141-66
Cooley and Cooley, *Pompeii and Herculaneum*, pp. 117-8, E1-9 (pp. 118-152)124), E33-39 (pp. 131-33), E40-43 (pp. 133-34), E70-77 (pp. 149-152); pp. 160-62, F14-72 (pp. 165-76), F106-9 (pp. 192-3)

WEEK FOURTEEN

M Nov. 18: Living and Dying

Reading:

Aldrete, *Daily Life in the Roman City*, 75-92

Cooley and Cooley, *Pompeii and Herculaneum*, E55-66 (140-147), E78-86 (pp. 152-55); H 73-74 (pp. 264), H 82 (pp. 267-70)

W Nov. 20: Spaces of Entertainment and Fun

Reading:

Cooley and Cooley, *Pompeii and Herculaneum*, D1-5 (pp. 61-63), D14-29 (pp. 66-73). D37-38 (pp. 78-9), D47-53 (pp. 85-89), D116-120 (pp. 111-112), D121-30 (pp. 112-116).

F Nov. 22: Markets and Consumption

Reading: Book on retail revolution; something on food and hinterland; something on prostitution Flor et al. handbook on the Economy of Pompeii

Cooley and Cooley, *Pompeii and Herculaneum*, H5-13 (pp. 230-33), H20-33 (pp. 235-46), H34-46 (pp. 247-5), H 54-55 (pp. 255-56)

WEEK FIFTEEN

M Nov. 25: NO CLASS MEETING

Work independently on your second written assignment, due at 11:59 pm.

W Nov. 27 – F Nov. 29: NO CLASS MEETING (Thanksgiving)

WEEK SIXTEEN

M Dec. 2: Research Troubleshooting

Come to class with research questions and problems to solve!

W Dec. 4: NO CLASS MEETING

Work on your final projects

SUBMITTED BY KRISTINA SESSA, DEPARTMENT OF HISTORY

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

The class introduces students to the history of the ancient Mediterranean city as both a set of ideas and a physical, lived environment from c. 50,000 BCE to 500 CE. It explores topics such as the region’s earliest large-scale migrations and the construction of its earliest cities; the rise of pan-Mediterranean trading centers, the birth of the literary conceit of “the city” as a synonym for “civilization,” and the heyday of Athenian democracy; Alexander’s Hellenic urban explosion and the birth of Rome and Roman urban imperialism; and the contracting urbanisms of Late Antiquity. In addition to appreciating the achievements of ancient Mediterranean urbanism, the class will consider how elite and non-elite people negotiated daily life in Mediterranean cities through an extensive case study of the material and textual evidence from the Roman city of Pompeii.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Every class meeting will engage students in critical and logical thinking. Each class lecture is structured as a logical argument, modeling for students how to use evidence to build a position about cities as past lived environments. Weekly reading assignments require students to analyze a range of primary source material, and to reflect on the strength of scholarly arguments about ancient cities. The two short essay assignments, which ask students to interpret a primary source on three different levels of meaning, provides an opportunity to demonstrate their acquired critical thinking skills.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	In this class, students regularly engage with cutting-edge secondary scholarship both through weekly assigned reading and in class discussions framed around this reading. One discussion example: in week two, students read the classic essay on the origins and characteristics of early urbanism by V. Gordon Childe as well as a recent critique of Childe's model by Jason Ur. Students will be encouraged to take a position and anchor their

	thoughts in the readings. Students will also explore the history of Pompeii as a lived urban environment through both popular sources and through the work of scholars such as Beard, Pohler, and others.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<p>Lectures: each lecture will introduce students to one or more approaches to studying ancient Mediterranean cities, though we will focus extensively on two forms: archaeological evidence and ancient Greek and Latin textual evidence. In both cases, students will be introduced to some of the possibilities and limitations of using each kind of evidence, and when possible, how to synthesize them.</p> <p>Assignments: The six required quizzes are designed to encourage students to synthesize reading and lecture material. More substantially, the final research and curation project specifically asks students to identify, describe, and analyze a range of approaches to their chosen urban space, monument, or artefact to create a "guide" for non-specialists. The class also invites students to identify different kinds of ancient urban experiences through attention to factors such as gender, legal and social status</p>
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	To build their confidence as thinkers and writers, students are required to compose two short essays that critically reflect on a primary source. Students will be graded according to a rubric, and will be given the opportunity to resubmit their essays; a new grade will be assigned based on their directed self-improvement in response to the instructor's feedback. For their final project, students will conduct research on a chosen ancient Mediterranean urban space, monument, or artifact, and to synthesize this material into a "guide" for interested audiences. They will present their material on one of three creative platforms: web page, podcast, or narrated slide presentation.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <p><i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical</i></p>
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	<p><i>reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p>ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i></p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many</i></p>

	<p><i>ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie’s talk on how a single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans– including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Engage with the complexity and uncertainty of human- environment interactions.</p>	<p>In Weeks 1-3, students learn through readings and lecture that the Mediterranean Sea is not a single, homogeneous environment but a plurality of environments, with distinct micro-ecologies. Complexity is a main theme running through the entire course. In the second part of the course (“Varieties of Mediterranean Urbanism”) students are introduced to wide range of large Mediterranean settlements through assigned readings and intensive in-class instruction and discussion. Through all three activities (reading, lecture, discussion), students will come to understand what the cities looked like, what their material remains tell us about their distinct cultures, and how scholars believe they could have been economically sustained. Thus, for each of the main "types" of cities (Bronze Age Aegean; Etruscan, Hellenistic, Roman), the readings and lectures require students to consider the larger suburban footprint as well as trade routes (both maritime and land-based). The course also explores the uncertainty and even precarity of the human-</p>

	<p>environmental relationship through dedicated readings and discussion of the Bronze Age collapse (Week 6) and of the extraordinary efforts it took to build, feed, and manage the imperial city of Rome,</p>
<p>ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.</p>	<p>Given this course's historicist foundations, all readings and in-class discussions revolve around the question of human interactions with the built environment and how these interactions change over time and space. In addition to covering the subject of Mediterranean urbanism over nearly 50,000 years of history (with a focus on ca. 2500 BCE - 500 CE), the lectures introduce students to mirco-regional and hyper-local nature of the Mediterranean natural and built environments. For example, in Weeks 5-6, we look at Bronze Age cities in the Aegean, while in Week 9, we look at Bronze and Iron Age cities in Etruscan Italy. We also compare the city of Rome with the imperial cities of the high Roman empire, with focus on the various environmental factors that the Romans had to manage in order to sustain their cities (e.g., water and flood management; disease control; food supply). In Weeks 8- 11, readings, lectures, and discussions ask students to critically examine the links between colonization, imperialism, and cities to examine how political and economic interests drove the transformation of the natural and built environments in southern Italy, western Asia, North Africa, and Spain. The final project invites students to research change over time within a specific space through a deep investigation of a particular urban place, monument, or artifact.</p>
<p>ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p>Throughout unit two, readings, lectures, and discussions present students with some of the key monumental features of Mediterranean cities (e.g., the emergence of the <i>agora</i>), which they will learn to interpret as a reflection, and shaper, of shared cultural values. In the the third unit on daily life and Pompeii, students will explore precisely how Pompeians in the late first century CE directly interacted with their environments by exploring the remains of temples, market areas, houses, and the omnipresent extant graffiti. The Pompeii unit will also include discussion of the various earthquakes that damaged the ancient city before its destruction in 79, and how these kinds of disasters both created ruins and afforded</p>

	opportunities for new construction.
<p>ELO 4.2 Describe how humans perceive and represent the environments with which they interact.</p>	<p>The English term “politics” derives from the Greek polis, meaning “city,” while the word “civilization” stems from civitas, the Latin term for “city.” As these etymologies suggest, the history of the ancient Mediterranean city relates to our modern, western conceptions of government and culture, but in ways that are complex and multi-faceted – as this course will demonstrate. We will spend multiple class sessions (Weeks 7,8, 10) on the discursive depiction of cities as the markers of Greek and Roman "civilization" through readings of primary sources by Homer, Herodotus, Thucydides, Cicero, and Virgil. We will also explore how ancient conceptions of "climate" and culture intersect and influence broader thinking about citizenship and identity, and how their constructs of government (whether Greek democracy, Roman Republicanism, or Hellenistic/Roman authoritarianism) produce certain visions of "the city." Students will further develop this ELO in their two writing assignments, which require engagement with an ancient thinker on the discursive aspects of ancient Mediterranean</p>
<p>ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>This course opens with a discussion of V. Gordon Childe's famous essay on the origins and characteristics of the first ancient cities and follows with a recent critique of his schema by Jason Ur. From there, we shall consistently return to the question of how cities emerge, change, and in some cases disappear entirely (e.g., Pompeii), including scholarly debates around the "Bronze Age Collapse" (Week 6) and "decline and fall" of the late ancient Mediterranean city (Week 11). Additionally, during Week 6, students will read an article about the notoriously anachronistic archaeological reconstruction of the "Palace of the Minotaur" at Knossos (Crete) by the archaeologist Sir Arthur Evans; this class will ask students to think more deeply about how modern beliefs shape our understanding of ancient urbanism.</p>