

## Term Information

Effective Term Autumn 2025  
*Previous Value* Autumn 2022

## Course Change Information

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

Adding DL Approval

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

The faculty member would like to teach this course online

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	3210
Course Title	Archaic Greece
Transcript Abbreviation	Archaic Greece
Course Description	Survey of Greek history from Neolithic Age (7000-3000 BC) to end of the Archaic Era (700-480 BC).
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 Greater or equal to 50% 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
Grade Roster Component	Lecture
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: English 1110.xx, or permission of instructor.*

### **Exclusions**

#### ***Previous Value***

Not open to students with credit for 501.01.

### **Electronically Enforced**

No

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

### **Subject/CIP Code**

54.0101

### **Subsidy Level**

Baccalaureate Course

### **Intended Rank**

Sophomore, Junior, Senior

## **Requirement/Elective Designation**

### **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

### ***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**

- Students will understand origins and early history of the Greek polis, or city-state, paying particular attention to the evolution of major poleis like Athens and Sparta, and will examine Greek cultural developments against this background.

**COURSE CHANGE REQUEST**  
3210 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
03/24/2025

**Content Topic List**

- Birth of civilization
  - Palace cultures of Crete and Greece
  - Rise of Greek city-state
  - Politics
  - Warfare
  - Art
  - Architecture
  - Literature
  - Religion
  - Family and social life
  - Gender roles
  - Work
- No

**Sought Concurrence**  
*Previous Value*

**Attachments**

- his.3210.au23.syllabus (IN-PERSON).docx: Syllabus - In-Person  
*(Syllabus. Owner: Getson, Jennifer L.)*
- his.3210.online.syllabus.docx: Syllabus - DL  
*(Syllabus. Owner: Getson, Jennifer L.)*
- History 3210 DL Cover Sheet Signed, with comments.pdf: DL Cover Sheet - signed  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/04/2025 10:12 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	03/04/2025 11:33 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2025 10:50 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/24/2025 10:50 AM	ASCCAO Approval



# Syllabus

## HISTORY/3210

Archaic Greece

Autumn 2025

3 Credit Hours

Online, Asynchronous

## Course overview

### Instructor

- Greg Anderson
- [anderson.1381@osu.edu](mailto:anderson.1381@osu.edu)
- Department of History, Dulles Hall 271
- 247-8040
- “Office hours”: email anytime for quickest response; available for ZOOM or phone consultation Fridays, 1-5pm (or by appt.)
- **Note:** My preferred method of contact is email.

### Course description

The course is a survey of Greek history from the Neolithic era (7000-3000 BC) down to the end of the Archaic age (700-480). It is organized around a series of major transformations and watershed events across this period, including: the rise and mysterious decline of the Mycenaean palace-based culture in the later Bronze age (1650-1100 BC); the formation of the *polis* as a self-managing form of community in the eighth and seventh centuries (800-600 BC); the emergence of Athens and Sparta as the two preeminent *poleis* on the Greek mainland in the late Archaic age (520-480); the creation of what is often called the “world’s first democracy” in Athens



(508-490); and the invasion of the Greek mainland by the mighty army of the Persian empire under Xerxes (480-479).

Along the way we will also explore key components of the Greek way of life, such as: the all-important relations with gods; the management of households; gender roles; sexuality; slavery; sports; innovations in sculpture, vase painting, and architecture; and the establishment of epic poetry, lyric poetry, and philosophy as new literary genres. Where possible, our encounters with the Greeks will be through original ancient sources, allowing us to understand their way of life on its own ancient terms. Lectures will be illustrated with plentiful slides of maps, sites, buildings, vases, and sculptures.

## Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Understand major political and cultural developments during the time when the distinctive *polis* community way of life was first beginning to take shape in Greece. Students will become especially familiar with developments in Athens, the most influential *polis*.
2. Explore the complex interplay between political, social, economic, and cultural developments in early Greece, observing how all these developments “fit together” to form a coherent way of life.
3. Enhance their understanding of ancient Greece through comparison of the *polis* way of life with those of other historical times and places, especially our own modern era.
4. Think about how modernity has used and borrowed from ancient Greece for its own purposes.
5. Learn about historical method, especially about the interpretation of complex written and material evidence from an ancient civilization.



## General education goals and expected learning outcomes

As part of the Historical and Cultural Studies Foundations category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### **Goal:**

Investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people

### **Expected Learning Outcomes:**

Successful students will be able to:

- Identify, differentiate and analyze primary and secondary sources related to historical events, periods or ideas.
- Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- Utilize historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs and behaviors.
- Evaluate social and ethical implications in historical studies.

The course meets these goals and outcomes by examining a full range of evidence for ancient life, including a variety of literary sources and inscriptions, painted vases, sculptures, domestic artifacts, buildings and monuments, and settlement sites. This comprehensive survey of the ancient evidence will not only introduce students to the ways that historians extract data from written and archaeological records. It also allows us to take a fully integrated synoptic approach to the history of early Greece, exploring interrelations between the political, social, economic, cultural, and religious dimensions of ancient Greek experience, understanding how they all “fit together.” Along the way, students will also be introduced to modern



scholarly ways of understanding the Greeks and their way of life. They are encouraged to consider the strengths and weaknesses of different approaches. And they are also encouraged to consider how and why the Greeks themselves might write their own history somewhat differently from the way modern scholars see it. This in turn raises a crucial ethical question: Who has the ultimate right to determine the truths and realities of past experiences, modern historians or the peoples who actually lived those experiences? Otherwise, an issue of contemporary resonance that is raised during the course is the nature and value of democracy as a mode of societal organization. The class explores in depth the differences between ancient and modern forms of democracy, and it continually invites students to think critically about the modern version and how it might be modified or improved to become more equitable and inclusive.

## How this online course works

### Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

### Pace of online activities

This is a completely asynchronous online course. Almost everything for it will be uploaded to the course's Carmen site (students are required to purchase three books, two of them very affordable). Typically, there will be materials for two lectures presented every week (Monday-Sunday), just like in an in-person class. Exceptions are Weeks One (Introduction) and Fourteen (Thanksgiving), which have just one lecture; Week Eight, which allows personal review time for the Midterm and includes the Autumn Break; and Week Nine, which is devoted to taking the Midterm Exam. There will be materials for 25 lectures in all, spread over fourteen weeks. To prepare students for immersion in the unfamiliar world of early Greece, the first few lectures will be devoted to essential background topics, including: the influence of ancient Greece on modernity; discussion of different evidence categories and their uses by professionals; how "ancient Greece"



was different from modern Greece as an entity; and the prior emergence of complex societies in the Near East and Egypt that would later influence developments in Greece.

For all 25 lectures there will be a video lecture by the professor that usually lasts around 40-50 minutes, where PowerPoint slides are used to show maps, ancient sites and buildings, sculptures, vases, and other artifacts. All files of the Powerpoint slides for each lecture will also be uploaded to the course site, allowing closer and more detailed study if desired. As for reading materials, there will also be a pdf transcript of full notes for each lecture, including references to texts of the original source passages that we are reading for the class where appropriate. The video lectures and transcripts contain everything students need to know for the two exams. Finally, there will also be regular readings. Many are in the course textbook (Morris and Powell, *The Greeks*), which supports the main narrative of the class. Whenever appropriate, we will also be reading from original ancient sources that are posted online. Further readings include selections from the works of multiple early Greek lyric poets. And during the final four weeks of the class, we will read extensive selections from *The Histories* of Herodotus, telling the story of the Persian Wars from ancient Greek perspective.

After every lecture there will be a short quiz testing you on its contents. Students must complete every one of these to mark their “attendance” of the class.

## Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.



## **Participation requirements**

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

### **Participating in online activities**

Students will be expected to participate in online activities **AT LEAST TWICE PER WEEK**

For attendance purposes, each week there will be short online quizzes to complete, one each for the week's two lectures

Students will also be required to participate in discussions on six different assigned topics during the course of the semester, offering both a response and a comment for each one.

If students have a situation that might cause them to miss an entire week of class, they should discuss it with me as soon as possible. Their attendance and participation grades depend on their logging in twice a week, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through lecture quizzes, participation in online discussion topics, exams and the final paper.

### **Office hours and live sessions (optional)**

The only "live" events will be office hours, which will be optional and by arrangement or on Fridays between 1pm and 5 pm with the instructor over Zoom. The instructor will send out messages at least once a week, especially to every time when a new unit is uploaded to the site.

## **Course communication guidelines**

The following are my expectations for how we should communicate as a class in discussions and in correspondence. 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. A more conversational tone 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. Critique ideas, not people. 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.

## Protecting and saving your work

You are encouraged to compose all academic posts in Microsoft Word or a note-taking app, where you can save your work. Then copy and upload to Carmen.

# Course materials and technologies

## Textbooks

### Required

1. Herodotus, *The Histories* (Penguin Classics, 2003).
2. Morris and B. Powell, *The Greeks: History, Culture, and Society* (Prentice Hall, 2010)
3. Martin West, ed. *Greek Lyric Poetry* (Oxford UP, 1993)
4. Readings from ancient texts, available on Carmen.



## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [shelp@osu.edu](mailto:shelp@osu.edu)
- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

### Carmen Access



You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Grading and instructor response

### How your grade is calculated

Assignment Category	Points and/or Percentage
Attendance	10%
Discussion Posts	20%
Midterm Exam	25%
Final Exam	25%



Assignment Category	Points and/or Percentage
Term Paper	20%
<b>Total</b>	<b>100%</b>

## Description of major course assignments

### Assignment #1 - Attendance

- **Description**

For every lecture, there will also be a very brief quiz assignment (usually three short, factual questions) which you must take just to show that you have “attended” each one. Scores on the quizzes will form the “Attendance” portion of the final grade. So for each lecture, simply read the transcript, watch the video, and answer the quiz questions, then you are done!

- **Academic integrity and collaboration guidelines**

You must complete the quizzes by yourself, without any external help or communication. The quizzes are not timed and are open-book and open-note, so you may consult your materials during the quiz.

### Assignment #2 – Discussion Posts

- **Description**

During the course, there will be discussion of six topics, aligned with the subject matter covered in lectures: “birth of civilization”; early Greek art and architecture; Epic and Lyric Poetry; early



Greek philosophy; democracy ancient and modern; the Persian Wars. For these purposes you will work in small groups—10 groups of six people. For each topic, members of groups will take it in turns to lead the discussion by specifying a discussion question that pertains to the topic. All group members will then be expected both to submit one response to the question and one comment on the response of another students. By the end of the semester, every student will have led discussion on one topic, and submitted six responses and six comments on the responses of others.

- **Academic integrity and collaboration guidelines**

Like all other written assignments, your discussion posts should be your own original work. 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.

## **Assignment #3 – Exams**

- **Description**

There are two exams for the course, a Midterm and a Final. Detailed instructions for both will be published on the course site at the start of the course. The Midterm will test you on materials covered in the first half of the course; the Final will only test you on materials covered in the second half. Exams can be taken anytime during the weeks they are offered. They will be closed-book and timed to last 1 hour 45 minutes. You will only be tested on materials covered in the lecture videos and lecture notes. Exam questions will mostly be short and factual. The formats for both will be identical: 10 multiple choice; 10 true or false; 4 passages from ancient sources we have read, with usually five short questions on each one; short essay on one of three possible topics. There will be a chance for a small amount of extra credit (up to 6% further added to exam score) if you do two essays.



- **Academic integrity and collaboration guidelines**

Your exam answers should be your own original work. The exams are closed book and you are not permitted to discuss them with your classmates. “TurnItIn,” the Carmen tool intended to help you avoid plagiarism, will be used on the essay answers.

## **Assignment #4 – Term Paper**

- **Description**

Detailed and very clear instructions for the the term paper will provided from start of the course, even though it will not be due until the very end of the semester. You will have six broad topics to choose from. As an alternative, you can do a topic of your own design, so long as you clear it with me first. The required length of the paper is not long (minimum 5 double-spaced pages; no maximum). You are not required to research further materials beyond those used in the course, but credit will be given for productive use of legitimate sources, ancient and modern, whether they are found in the library or online.

- **Academic integrity and collaboration guidelines**

Like other written assignments, your term paper should be your own original work. You should follow the Chicago Manual of Style to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

## **Late assignments**



All course assignments (quizzes, discussion contributions, exams, and paper) must be completed to pass the course. Penalties (usually 1% of final score for assignment per day late) will be issued for late submissions.

## Grading Scale

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

## Instructor feedback and response time

All written assignments will be returned with scores and comments explaining those scores. For shorter assignments (lecture quizzes and discussion contributions), students will receive scores and feedback within 48 hours. For longer assignments, they will receive scores and feedback within 72 hours. Any student is free at any time to contact me by email to arrange a Zoom meeting to discuss scores and feedback.

### Grading and feedback

Lecture quizzes: scores/feedback within 48 hours

Discussion contributions: scores/feedback within 48 hours

Exams: scores/feedback within 72 hours

Paper: scores/feedback within 72 hours





## Preferred contact method

Students can contact me anytime for any reason through email. Except under extraordinary circumstances, I will always respond to messages within 24 hours, often within an hour.

## Academic policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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

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



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

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Copyright for instructional materials

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 at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

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.

## 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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/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.

More information on OSU's land acknowledgement can be found here:  
<https://mcc.osu.edu/about-us/land-acknowledgement>

## 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](https://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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.



## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

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.

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request

reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## 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](#)

## Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Reading references: MP = Morris and Powell; GLP = West, *Greek Lyric Poetry*; AST = Ancient Source Texts; H = Herodotus

Week	Date	Topics/Readings/Assignments	Assessments Due
1	8.25-8.31	Lecture 1: Course Introduction: Summary, Themes, Goals, Outcomes  Topic: Why study Ancient Greece?  Reading: MP 1-11  Assignment: Self-Introduction paragraph	9.1
2	9.1-9.7	Lecture 2: Greece and the Greeks: History, Landscape, Diet  Topics:	9.8



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>--The range/nature of the sources and material evidence</p> <p>--What was "Greece" (Hellas) in antiquity?</p> <p>--Physical environment</p> <p>--What did Greeks eat?</p> <p>--How did they dress?</p> <p>Reading: MP 12-27</p> <p>Assignment: Quiz</p>	
		<p>Lecture 3: Greece and the Greeks: Society and Household</p> <p>Topics:</p> <p>--Population and demographic patterns</p> <p>--The household (oikos)</p> <p>--Marriage and inheritance</p> <p>--Gender roles</p> <p>--Slavery</p> <p>Reading: MP 28-40</p> <p>Assignment: Quiz</p>	9.8



Week	Date	Topics/Readings/Assignments	Assessments Due
3	9.8-9.14	<p>Lecture 4: The Beginnings of “Civilization”</p> <p>Topics:</p> <ul style="list-style-type: none"><li>--What do we mean by “civilization”?</li><li>--Why is the term now considered problematic?</li><li>--Where did the earliest “civilizations” arise?</li><li>--What were the common features of these early “civilizations”?</li><li>--From Neolithic age to Bronze age in Greece (7000-1100 BC)</li></ul> <p>Reading: MP 41-50</p> <p>Assignment: Quiz</p>	9.15
		<p>Lecture 5: Minoan Crete (2000-1350 BC)</p> <p>Topics:</p> <ul style="list-style-type: none"><li>--The palace culture of Bronze age Crete</li><li>--The palace at Knossos</li></ul>	9.15





Week	Date	Topics/Readings/Assignments	Assessments Due
		--Continuing mysteries about the Minoan way of life  --Destruction of Knossos by the Greeks (?)  Reading: MP 50-58  Assignment: Quiz	
4	9.15-9.21	Lecture 6: Mycenaean Greece (1650-1100)  Topics:  --Heinrich Schliemann and the excavation of the palace at Mycenae  --Late Bronze age "Mycenaean" culture  --The Mycenaean "redistributive economy"  --Information from Linear B tablets  Reading: MP 59-71  Assignment: Quiz	9.22
		Lecture 7: The Dark Age (1100-700 BC)	9.22



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Topics:</p> <ul style="list-style-type: none"><li>--The mysterious end of the Mycenaean era</li><li>--The disappearance of literacy and narrowing of horizons</li><li>--Subsistence agriculture and village life</li><li>--Continuing social stratification (Lefkandi)</li><li>--Geometric style vase painting</li></ul> <p>Readings: MP 72-78; AST 1</p> <p>Assignment: Quiz</p>	
5	9.22-9.28	<p>Lecture 8: The Eighth-Century “Renaissance”</p> <p>Topics:</p> <ul style="list-style-type: none"><li>--The formation of larger <i>polis</i> settlements</li><li>--Communal sanctuaries and dedications to gods</li><li>--Return of literacy</li></ul>	9.29



Week	Date	Topics/Readings/Assignments	Assessments Due
		Late Geometric vase painting and figurines  Reading: MP 78-92  Assignment: Quiz	
		Lecture 9: The World of Homer  Topics:  --Unusual features of Homeric poetry explained  --The artistry of the <i>Iliad</i> and <i>Odyssey</i>  --Homer and history  Reading: MP 93-118  Assignment: Quiz	9.29
6	9.29-10.5	Lecture 10: The Greeks and Their Gods  Topics:  --Sanctuaries and temples  --Sacrifices and other offerings	10.6



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>--Did the Greeks “believe in” their gods?</p> <p>--Differences from Abrahamic religions</p> <p>--Ritual practices as ecological mechanisms</p> <p>Reading: MP 119-148</p> <p>Assignment: Quiz</p>	
		<p>Lecture 11: Politics and Culture in Archaic <i>poleis</i> (700-480 BC)</p> <p>Topics:</p> <p>--Early <i>polis</i> political practices</p> <p>--Early Greek laws</p> <p>--Competition among elite families for <i>de facto</i> personal authority</p> <p>--Warfare and self-promotion among elites</p> <p>Readings: MP 150-172; AST 2</p> <p>Assignment: Quiz</p>	10.6



Week	Date	Topics/Readings/Assignments	Assessments Due
7	10.6-10.12	Lecture 12: Archaic Lyric Poetry I  Topics:  --What is lyric poetry?  --Performance settings  --Themes and topics favored by poets  --The poems of Archilochus  Reading: GLP vii-xxiii, 1-30  Assignment: Quiz	10.13
		Lecture 13: Archaic Lyric Poetry II  Topics:  --Poems by Sappho, Semonides, Callinus, Anacreon, Hipponax, and others  Reading: GLP 36-48, 84, 87-110, 116-123, 157-159  Assignment: Quiz	10.13



Week	Date	Topics/Readings/Assignments	Assessments Due
8	10.13-10.19	Designated time to review and prepare for Midterm exam	N/A
		Autumn Break	N/A
9	10.20-10.26	Midterm Exam	10.27
10	10.27-11.2	Lecture 14: Early Greek Philosophy  Topics:  --The meaning of <i>philosophia</i>  --Early theories about the physical constitution of the cosmos  --Influential thinkers of the Ionian, Pythagorean, and Eleatic “schools”  Reading: MP 174-180; GLP 158-159  Assignment: Quiz	11.3
		Lecture 15: Archaic Art  Topics:  --Sculpture and vase painting	11.3



Week	Date	Topics/Readings/Assignments	Assessments Due
		--Uses and settings of different artifacts  --Massive stylistic influences from the Near East  --Stylistic changes 1100-480 BC  Reading: MP 183-188, 190-197  Assignment: Quiz	
11	11.3-11.9	Lecture 16: Archaic Architecture  Topics:  --What did the first temples look like?  --Massive stylistic influences from the Near East  --The first monumental stone temples  The three different “orders” (Doric, Ionic, Corinthian)  Reading: MP 188-190  Assignment: Quiz	11.10
		Lecture 17: Early Sparta	11.10



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Topics:</p> <ul style="list-style-type: none"><li>--Formation and early character of the Spartan <i>polis</i></li><li>--How Sparta became more unified, more militaristic, and more austere</li><li>--Kings and political life</li><li>--Education and family life</li><li>--Relations with <i>perioikoi</i> and helots</li><li>--Formation of the Peloponnesian League (ca. 510?)</li></ul> <p>Readings: MP 198-209; GLP 23-27, 31-35; AST 3</p> <p>Assignment: Quiz</p>	
12	11.10-11.16	<p>Lecture 18: Early Athens to 508 BC</p> <p>Topics:</p> <ul style="list-style-type: none"><li>--How the later Athenians viewed their own history</li><li>--Political institutions</li></ul>	11.17





Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>--Earliest historical figures and events (Cylon, Draco, Solon)</p> <p>--The Peisistratid “tyrants”</p> <p>Readings: MP 209-219; GLP 74-83; AST 4</p> <p>Assignment: Quiz</p>	
		<p>Lecture 19: The Foundation of Athenian <i>demokratia</i> (508 BC)</p> <p>Topics:</p> <p>--Cleisthenes’ reforms of 508</p> <p>--The unification of the Athenian <i>demos</i> (“people”) in Attica</p> <p>--Assembly meetings of <i>demos</i> and the council of 500</p> <p>--The demes and tribes, and their respective functions</p> <p>--The ostracism procedure</p> <p>--Motivations for the transformation?</p> <p>Reading: MP 219-224</p>	11.17



Week	Date	Topics/Readings/Assignments	Assessments Due
		Assignment: Quiz	
13	11.17-11.23	<p>Lecture 20: The Rise of the Persian Empire</p> <p>Topics:</p> <ul style="list-style-type: none"><li>--Earlier empires and kingdoms in the Near East</li><li>--Cyrus and the foundation of the Achaemenid dynasty</li><li>--Conquests of other Near East kingdoms</li><li>--Darius and the consolidation of empire</li><li>--Rising tensions with Greek subjects and the Ionian revolt</li></ul> <p>Reading: MP 225-252</p> <p>Assignment: Quiz</p>	11.24
		<p>Lecture 21: Introduction to Herodotus' <i>Histories</i></p> <ul style="list-style-type: none"><li>--Herodotus as a "historian"</li><li>--His aims and methods</li><li>--Opening section and major themes</li></ul>	11.24



Week	Date	Topics/Readings/Assignments	Assessments Due
		--Candaules and the kings of Lydia  Reading: H ix-xxxiii, 3-12  Assignment: Quiz	
14	11.24-11.30	Lecture 22: The Rise and Fall of Croesus  --Croesus, king of Lydia  --Solon's visit to Sardis  --The tragic story of Adrastus  --Croesus plans to attack the Persian empire  --Croesus defeated by Cyrus  Reading: H 12-43	11.31
		Thanksgiving Break	
15	12.1-12.7	Lecture 23: The Rise of Persia and First Hostilities with the Greeks (559-490 BC)  Topics:  --Customs of the Persians  --Customs of the Indians	12.8



Week	Date	Topics/Readings/Assignments	Assessments Due
		--Ionian Revolt  --Battle of Marathon  Reading: H 61-64, 214-216, 394-408  Assignment: Quiz	
		Lecture 24: Xerxes and His Army Invades Greece (480 BC)  Topics:  --Debate and planning for the invasion  --Crossing the Hellespont into Europe  --Strategic response of the “free” Greek <i>poleis</i>  --King Leonidas, the 300 Spartans, and the battle of Thermopylae  Readings: MP 253-264; H 413-432, 460-466, 477-479, 485-500  Assignment: Quiz	12.8



Week	Date	Topics/Readings/Assignments	Assessments Due
	12.8-12.10	Lecture 25: The Major Battles of the Persian Wars (480-479 BC)  Topics:  --The battle of Salamis  --Xerxes withdraws, leaving Mardonius in charge  --The battle of Plataea  --Aftermath and transition to the Classical age (480-320 BC)  Readings: MP 264-272; H 513-533, 540-43, 597-603	12.11
Finals	12.10-12.16	Final Paper	12.10
		Final Exam	12.14 (graduating)  12.16 (non-graduating)

**ARCHAIC GREECE**  
**History 3210**  
**Autumn 2023**

Dr. Greg Anderson  
271 Dulles Hall  
614-247-8040  
anderson.1381@osu.edu (preferred)  
Office hrs: T 12.30-2 (or Zoom)

### **Meetings**

T, Th 11.10-12.30  
Journalism Building 251

### **Course Description**

This is the first half of a two-course survey of the history of ancient Greece. The class will explore developments in the Greek world from the Neolithic era to the threshold of the Classical age (ca. 7000-480 BC). However, its focus will be on the Archaic age (ca. 700-480 BC), when the *polis* (city-state) community establishes itself as the central organizing principle of Greek culture and society. Though the basic course narrative will be based primarily on political and military developments, we will also read a representative sample of early Greek literature and pay due attention to a range of important social and cultural topics, including art and architecture, religion, and the family. The second course in the sequence (History 3211), which focuses on the Classical age (ca. 480-320 BC), will be offered in Spring 2022.

### **Course Objectives**

- Trace the origins and early history of that distinctive form of Greek political organization known as the *polis*, or city-state, paying particular attention to the evolution of major *poleis* like Athens and Sparta.
- Examine Greek cultural developments against this background, observing how forms of cultural expression and social practice change according to political circumstances.
- Enhance our understanding of ancient Greece through comparison of its various political and cultural features with those of other times and places we know, especially the modern world.
- Think about how ancient Greece has influenced the modern world.
- Learn something of historical method, especially with reference to the interpretation of written and material evidence from an ancient civilization.
- The course meets the requirements for GE Foundations: Historical and Cultural Studies.

### **GE Foundations: Historical and Cultural Studies**

#### *Goal*

Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people

#### *Expected Learning Outcomes*

Successful students are able to:

- Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas
- Use methods and theories of historical enquiry to describe and analyze the origin of at least one selected contemporary issue

- Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors
- Evaluate social and ethical implications in historical studies

### **Requirements/Grades**

2 Exams (10.17; 12.11) = 60%

Term paper (DUE IN CLASS, 12.5) = 30%

Attendance, participation, enthusiasm = 10%

[93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; etc.]

### **Attendance policy**

More than 3 unexcused absences, you cannot score A for attendance

More than 6 unexcused absences, you cannot score A/B for attendance

**More than 9 unexcused absences, you fail the course**

### **Required Text**

Herodotus, *The Histories*, translated by A. de Sélincourt (Penguin Classics, 2003).

### **Texts on Carmen**

Extracts from I. Morris and B. Powell, *The Greeks: History, Culture, and Society*, 2<sup>nd</sup> edition (Pearson Prentice Hall, 2010).

Various ancient source texts

### **SYLLABUS**

[MP = Morris and Powell (Carmen); AST = Ancient Source Texts (Carmen); W = West, *Greek Lyric Poetry*; H = Herodotus, *The Histories* (with book and chapter numbers)]

## **I. Introduction to the World of the Ancient Greeks**

August 22

### **Lecture One**

Course Summary, Themes, Aims

[MP 1-11]

- Is it still worth studying the ancient Greeks in the 21<sup>st</sup> century?

August 24

### **Lecture Two**

Greece and the Greeks: History, Landscape, Diet

[MP 12-27]

- How do we know what we know about the ancient Greeks?
- What was “Greece” in antiquity?

- The Greek *polis* (self-governing community)
- What kind of physical environment did the ancient Greeks inhabit?
- What did they eat?
- How did they dress?

August 29

### **Lecture Three**

Greece and the Greeks: Society and Household

[MP 28-40]

- Population and demographic patterns
- The *oikos* or 'household', the basic unit of a *polis*
- Marriage and inheritance
- Roles of males and females
- Slavery

## **II. Prehistory**

August 31

### **Lecture Four**

The Beginnings of "Civilization"

[MP 41-50]

- What do we mean by "civilization"?
- Where did the earliest civilizations arise?
- What were the common features of these early civilizations?
- From Neolithic Age to Bronze Age in Greece (7000-1100 BC)

September 5

### **Lecture Five**

Minoan Crete (c. a. 2000-1350 BC)

[MP 50-58]

- The palace culture of Bronze Age Crete
- The palace at Knossos
- Continuing mysteries of the Minoans
- Destruction of Knossos by Greeks?

September 7

### **Lecture Six**

Mycenean Greece (1600-1100 BC)

[MP 59-71]

- Heinrich Schliemann and the excavation of the palace at Mycenae
- Late Bronze Age "Mycenean" culture
- Relations between different palaces in Greece
- The Mycenean "redistributive economy"
- Information from Linear B tablets

September 12

### **Lecture Seven**

The Dark Age (1100-700 BC)

[MP 72-78; AST 1]

- The mysterious end of the Greek Bronze Age
- The end of literacy and narrowing of horizons



- Subsistence agriculture and village life
- Continuing social stratification (Lefkandi)
- Geometric style in vase-painting

September 14 **Lecture Eight**

The Eighth-Century “Renaissance”

[MP 78-92]

- The formation of larger *polis* settlements
- Communal sanctuaries and dedications to gods
- Communal cemeteries
- Return of literacy
- Late Geometric vase-painting and figurines

### III. Archaic Greece

September 19 **Lecture Nine**

The World of Homer

[MP 93-118]

- The unusual features of Homeric poetry explained
- The artistry of *Iliad* and *Odyssey*
- Homer and history

September 21 **Lecture Ten**

The Greeks and their Gods

[MP 119-48]

- Sanctuaries and temples
- Sacrifices and other offerings
- Did the Greeks “believe in” their gods?
- Differences from Abrahamic religions
- Ritual practices as ecological mechanisms

September 26 **Lecture Eleven**

Politics and Culture in Archaic *Poleis* (700-480 BC)

[MP 150-72; AST 2]

- Early *polis* governmental institutions
- Early Greek laws
- Competition among elite families for *de facto* authority
- Warfare and “image marketing” among elites

September 28 **Lecture Twelve**

Catch-up Class

October 3 **Lecture Thirteen**

Archaic Lyric Poetry I

[W vii-xxiii, 1-30]

- The nature and settings of lyric poetry
- Themes and topics
- The poems of Archilochus

- October 5     **Lecture Fourteen**  
 Archaic Lyric Poetry II  
 [W 36-48, 84, 87-110, 116-23, 157-59]
- Semonides, Sappho, Callinus, Anacreon, Hipponax and others
- October 10    **Exam Review: No Class**
- October 12    **Autumn Break**
- October 17    **Midterm Exam**
- October 19    **Lecture Fifteen**  
 Early Greek Philosophy  
 [MP 174-80; W 158-59, nos. 7-7a, 14]
- Meaning of *philosophia*
  - Interest in physical constitution of the cosmos
  - Ionians, Pythagoreans, Eleatics
- October 25    **Lecture Sixteen**  
 Archaic Art  
 [MP 183-88, 190-97]
- Sculpture and vase-painting
  - Uses and settings of different artifacts
  - Massive influence of the Near East
  - Stylistic changes 1100-480 BC
- October 27    **Lecture Seventeen**  
 Archaic Architecture  
 [MP 188-90]
- What the earliest temples looked like
  - Massive influence of the Near East
  - The first monumental stone temples
  - Different “orders” (Doric and Ionic) of architecture
- October 31    **Lecture Eighteen**  
 Early Sparta  
 [MP 198-209; W 23-27, 31-35; AST 3]
- Formation and early character of the Spartan *polis*
  - How Sparta became more unified, more austere, more militaristic
  - Kings and political life
  - Education and family life
  - Relations with *perioikoi* and helots
  - The formation of the Peloponnesian League (ca. 510?)

- November 2 **Lecture Nineteen**  
Early Athens to 508 BC  
[MP 209-19; W 74-83; AST 4]
- How the classical Athenians viewed their own history
  - Governmental institutions
  - Earliest historical events: Cylon, Draco, Solon
  - The Peisistratid “tyrants”

- November 7 **Lecture Twenty**  
The Foundation of Athenian *Demokratia* (508 BC)  
[MP 219-24]
- Cleisthenes’ reforms of 508 BC
  - The unification of the Athenian *Demos* (‘people’) in Attica
  - Assembly meetings of the *Demos* and Council of 500
  - The Ten Tribes and their functions
  - The ostracism procedure
  - Motivations for the transformation?

#### IV. Herodotus and the Persian Wars

- November 9 **Lecture Twenty One**  
The Rise of the Persian Empire  
[MP 225-52]
- Earlier empires and kingdoms in the Near East
  - Cyrus and the foundation of the Achaemenid dynasty
  - Conquests of other Near Eastern kingdoms
  - Darius and the consolidation of empire
  - Rising tensions with Greek subjects and the Ionian Revolt

- November 14 **Lecture Twenty Two**  
Introduction to Herodotus’ *Histories*  
[H ix-xxxiii, I.1-26]
- Herodotus the historian
  - His aims and methods
  - Opening section and themes
  - Candaules and other kings of Lydia

- November 16 **Lecture Twenty Three**  
The Rise and Fall of Croesus  
[H I.28-91]
- Croesus, king of Lydia
  - Solon’s visit to Sardis
  - The tragic story of Adrastus
  - Croesus plans to attack the Persian empire

- Croesus is defeated by Cyrus (546 BC)

November 21 **Work on Final Paper: No Class**

November 23 **Thanksgiving Day: No Class**

November 28 **Lecture Twenty Four**

The Rise of Persia and First Hostilities with Greeks (559-490 BC)  
[H I.131-40; III.98-105; VI.94-131]

- Customs of the Persians
- Customs of the Indians
- Ionian Revolt
- Battle of Marathon

November 30 **Lecture Twenty Five**

Xerxes and his Persian Army Invades Greece (480 BC)

[MP 253-64; H VII.1-40; VII.138-48; VII.175-77; VII.198-239]

- Debate and planning of the Persian invasion of Greece
- Crossing the Hellespont into Europe
- Strategic response of the “free” Greek *poleis*
- King Leonidas, the 300 Spartans, and the battle of Thermopylae

December 5 **Lecture Twenty Six**

The Major Battles of the Persian Wars (480-479 BC)

[MP 264-72; H VIII.40-96; VIII.113-20; IX.107-21]

- TERM PAPER DUE IN CLASS
- The battle of Salamis
- Xerxes withdraws, leaving Mardonius in charge
- The battle of Plataea
- Aftermath and transition to Classical Age (480-320 BC)

December 11 **Final Exam** (12-1.45pm)

## **Policies and Support**

### **Academic Misconduct**

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

### **Student Life Disability Services**

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. 12<sup>th</sup> Avenue.

### **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. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline at 614-221-5445 / 1-800-273-8255; or text 4hope to 741741, or visit [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Sexual Misconduct**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix@osu.edu](mailto:titleix@osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

### **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.

### **Grievances**

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the History department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the History department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery?  
(For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:



## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.  
Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.



- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Robert Mick* on *2/27/25*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

## History 3210 Archaic Greece

I have signed off on the Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus based on these findings:

1. Instructor Presence and Regular Substantiative Interaction (RSI):
  - a. Regular and substantiative interaction exists between the instructor through these methods in this course:
    - i. Weekly class lectures delivered asynchronously (about 2 per week).
    - ii. Instructor assesses and provides feedback on student coursework and assignments.
    - iii. Instructor provides information and responds to questions about the content of the course through email, live weekly office hours, or one-on-one live sessions.
    - iv. Instructor facilitates group discussion work on course content through required group discussion board work.
    - v. Instructor engages students with interactive activities curated by the instructor including; recorded lectures and transcripts, PowerPoint slides showing ancient maps, ancient sites, buildings, sculptures, vases, and other artifacts, works by modern scholars, weekly quizzes, group discussion topics, and readings.
2. Credit hours and work expectations – the activities, assignments, class work average is correct for a 3-credit hour course at 7-12 hours per week.
3. Description of major assignments –a thorough explanation is provided for each.
4. How this online course works- this is explained throughout the syllabus with a clear understanding for students.

I have no other comments or any suggested changes for this syllabus.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the DL course review process, hosting ASC Teaching Forums, and developing an ever-expanding catalog of instructor support resources, we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to meet with one of our instructional designers to discuss how we can provide advice, assistance, and support, please do let me know.