
Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3230
Course Title From Disaster to Revival: Greece and the Mediterranean, c. 1200-600 BCE
Transcript Abbreviation GrMedIronAge
Course Description This course explores how the world of the Greek polis emerged out of the long period of migration, mobility, and uncertainty that took place between the end of the Late Bronze Age and the Early Iron Age in the eastern Mediterranean. The course introduces students to a wide range of primary evidence to explore how the mass migrations of the period were a pivot point in Mediterranean history.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1299
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Migration, Mobility, and Immobility

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

- Assess and analyze primary sources from ancient Greece, Assyria, Egypt, and Israel.
- Interrogate how and why mobility, migration, or immobility appealed to different groups of people in the ancient Mediterranean in times of crisis
- Construct clear and evidence-based arguments orally (in class discussion) and in writing.
- Learn how to argue using material and archaeological evidence.

Content Topic List

- How eastern Mediterranean states responded to increasing internal and external pressures, culminating in the collapse of hierarchical states in the Aegean and Anatolia and retrenchment in the Middle East
 - The social system portrayed in the two great works of the subsequent Early Iron Age (1100-700 BCE) in Greece, the Iliad and Odyssey
 - Mass migrations set off by the expansion of the neo-Assyrian State up to around 650 BCE—events that instigated a mass exodus of Phoenician-speakers to Greece, Sicily, north Africa, and beyond
 - How mobility and migration set the groundwork for the rise of the polis in Greece
- No

Sought Concurrence

Attachments

- Classics Undergraduate Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- Iron Age Greece official ASC syllabus template.docx: Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)
- Iron Age Greece Parmenter MMI Theme Form.docx: GE Theme Form
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Walton, Rachel Kathryn	03/05/2025 12:11 PM	Submitted for Approval
Approved	Fullerton, Mark David	03/05/2025 01:42 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2025 11:09 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 11:09 AM	ASCCAO Approval

From Disaster to Revival: Greece and the Mediterranean, c. 1200-600 BCE

CLAS 3230
Spring 2026

Course Information

- **Course times and location:** Tuesdays and Thursdays, 11:10 a.m.-12:30 p.m.
- **Credit hours:** 3
- **Mode of delivery:** In Person

Instructor

- **Name:** Christopher S. Parmenter
- **Email:** parmenter.14@osu.edu
- **Office location:** 414 University Hall
- **Office hours:** Tuesdays and Thursdays from 1:00-2:00 pm
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.

Teaching Assistant

- **Name:** TBA
- **Email:** TBA
- **Recitation times:** TBA



Course Prerequisites/Co-Requisites/Exclusions

English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.

Course Description

The world collapsed around 1200 BCE. For reasons that remain poorly understood, the expansive and interconnected states of eastern Mediterranean—Egypt, Assyria, the Hittites of Anatolia, and the Mycenaeans in the Aegean—began a century-long meltdown in the 13th cent. BCE. What ensued was a half-millennium of migration, mobility, and social reinvention, at the end of which Greece transformed from a marginal actor to the economic heart of the Mediterranean. This course explores how and why this process played out. Beginning in the Late Bronze Age (1400-1100 BCE), Part 1 surveys how eastern Mediterranean states responded to increasing internal and external pressures, culminating in the collapse of hierarchical states in the Aegean and Anatolia and retrenchment in the Middle East. Part 2 is an intensive study of the social system portrayed in the two great works of the subsequent Early Iron Age (1100-700 BCE) in Greece, the *Iliad* and *Odyssey*. Part 3 shifts its focus to the Middle East, where we track the mass migrations set off by the expansion of the neo-Assyrian State up to around 650 BCE—events that instigated a mass exodus of Phoenician-speakers to Greece, Sicily, north Africa, and beyond. Finally in Part 4 we explore how mobility and migration set the groundwork for the rise of the *polis* in Greece.

This class takes advantage of the OSU Museum of Classical Archaeology to incorporate a significant hands-on component. Aside from conventional assignments, students enrolled in this class should be prepared to handle and draw archaeological objects and cite reference material.

Learning Outcomes

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

- Assess and analyze primary sources from ancient Greece, Assyria, Egypt, and Israel.
- Interrogate how and why mobility, migration, or immobility appealed to different groups of people in the ancient Mediterranean in times of crisis
- Construct clear and evidence-based arguments orally (in class discussion) and in writing.
- Learn how to argue using material and archaeological evidence.

General Education Expected Learning Outcomes

As part of the **Migration, Mobility and Immobility** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.1: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

ELO 3.1: Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

ELO 3.2: Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

ELO 4.1: Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

ELO 4.2: Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

This course fulfills these learning outcomes by 1) Assessing how different ancient Mediterranean peoples responded to environmental and cultural stress by migrating at the end of the Bronze Age; 2) Exploring how people in Greece, Egypt, Assyria, or Israel conceived of migration, mobility, or immobility; 3) Exploring how the Greek *polis* emerged out of an age of mass migration; 4) Evaluating how the literature of the Early Iron Age is shaped by mass migration.



How This Online Course Works

Mode of delivery: This course is 100% in person

Assignments and Assessments

- **Daily Reading and Preparation:** Come prepared to discuss each day's reading assignment. This means you must complete the reading and be able to consult the assignment in class.
- **Attendance and Participation:** Attendance is mandatory. Class participation is measured by your degree of productive interaction with instructor and other students. Students unable to participate in class discussions are suggested to contact me about other ways of contributing. Students are requested to contact instructor in event they cannot be present in class.
- **Response Essays (3): 3 response essays.** In a reading response, you will summarize a given secondary reading (marked with an *) and either explain why the argument works—or offer a critique based on your reading of the primary sources. Responses should be no longer than 500 words. Responses must include a coherent thesis statement, proper citations of sources, and a definitive conclusion. There are 14 opportunities to submit response essays.
- **Tests (4):** 1 test per unit. Tests might include short answer and essay questions that focus on material from lectures, discussions, and assigned readings. Tests are not cumulative.
- **Object descriptions (3).** 3 classes will take place at the OSU Museum of Classical Archaeology. On these days, students will be assigned to handle, measure, and draw selected objects from the collection to scale. Students then are tasked to write a 500 word report that includes a formal description of the object and historical analysis using assigned reference texts. This assignment is due 1 week following the museum day.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in class: at least twice per week**
You are expected to attend each class having read the assignment and ready to ask questions / share observations. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Electronics:** Cell phones must be turned off and put away during class time. You are welcome to use your computer or tablet for class-related purposes only.

Office hours: optional



Office hours are optional. I encourage you to come talk to me in office hours so we can get to know each other better, and I'm happy to discuss any concerns or questions you have about the course. I'd also love to chat with you about further opportunities for studying the ancient world at OSU. To make an appointment to meet with me, please send me an email.

Course Materials, Fees and Technologies

Required Materials:

E. Cline, *1177 B.C.: The Year Civilization Collapsed*. 2nd ed. Princeton: Princeton University Press, 2021. ISBN 978-0691208015

Homer, *Iliad* = Richmond Lattimore, trans., *The Iliad of Homer*. Chicago: University of Chicago Press, 2011. ISBN 978-0226470490

Homer, *Odyssey* = Richmond Lattimore, trans., *The Odyssey of Homer*. New York: Harper Perennial, 2007. ISBN 978-0061244186

Not required but recommended:

D. Plantzos, *Greek Art and Archaeology c. 1200–30 BC*. Columbus, GA: Lockwood Press, 2016. ISBN 978-1937040574

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

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- 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.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on 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 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
4 unit tests	10% each
3 response essays	10% each
3 object descriptions	10% each

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Response essays

In a reading response, you will summarize a given secondary reading (marked with an *) and either explain why the argument works—or offer a critique based on your reading of the primary sources. Responses should be no longer than 500 words. Responses must include a coherent thesis statement, proper citations of sources, and a definitive conclusion. There are 14 opportunities to submit response essays.

Tests

1 test per unit. Tests might include short answer and essay questions that focus on material from lectures, discussions, and assigned readings. Tests are not cumulative.

Object descriptions

3 classes will take place at the OSU Museum of Classical Archaeology. On these days, students will be assigned to handle, measure, and draw selected objects from the collection to scale. Students then are tasked to write a 500 word report that includes a formal description of the object and historical analysis using assigned reference texts. This assignment is due 1 week following the museum day.

Academic integrity and collaboration: Example: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to course schedule for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences \(go.osu.edu/canvas-notifications\)](http://go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

Grading Scale

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

Other Course Policies

Discussion and Communication Guidelines

- **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. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Virtual meetings:** In the event I become ill, I will move instruction to Zoom.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities.

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/>.

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

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



- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

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 Sexual Misconduct/Relationship Violence

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.

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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](#)

Accessibility Accommodations for Students with Disabilities

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.

Accessibility of Course Technology

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

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Unit 1: The Mediterranean world at the end of the Bronze Age

Week 1: The world of the Bronze Age

1: Introduction to this course

2: The world system in the Late Bronze Age

Dossier of Amarna letters

E. Cline, 1177 B.C.: The Year Civilization Collapsed (Princeton, 2021), ch. 3.*

Week 2: Mobility between empires

1: Between Assyria and Anatolia

MUSEUM DAY

2: Egypt and the nomads

M. Lichtheim (trans.), "The Story of Sinhue." In *Ancient Egyptian Literature* (Berkeley, 2006)

Hebrew Bible, Genesis, 37, 39-50 [Joseph and the Pharaoh]

E. Cline, 1177 B.C.: The Year Civilization Collapsed (Princeton, 2021), ch. 4.*

Week 2, class 1 held at the OSU Museum of Classical Archaeology

Week 3: Mycenae, the Aegean, and the Hittite world

1: Mycenae, Pylos, and Knossos

Dossier of Linear B documents

D. Nakassis, Individuals and Society at Mycenaean Pylos (Brill, 2013), ch. 1.*

2: Greek migration into Anatolia

Homer, Iliad bk. 2.494-759 [Homeric catalog of ships]

N. Mac Sweeney, Troy: Myth, City, Icon (Bloomsbury, 2018), part 1.*

Week 4: The end of the Bronze Age in the Levant

1: Wenamun's journey to Byblos

Dossier of Ugarit documents

H. Goedicke (trans.), *The Report of Wenamun* (Baltimore, 1975).

M. Lichtheim (trans.), "The Poetical Stele of Merenptah." In *Ancient Egyptian Literature* (Berkeley, 2006)

E. Cline, 1177 B.C.: The Year Civilization Collapsed (Princeton, 2023), prologue, ch. 5.*

2: TEST 1

Unit 2: An ideology of mobility

Week 5: The world of the heroes

1: Distributing the loot

Homer, Iliad, bk. 1

I. Morris, "The Use and Abuse of Homer." *Classical Antiquity* 5.1 (1986)*

2: Does Homer remember the Bronze Age?



MUSEUM DAY

☞ Week 5, class 2 held at the OSU Museum of Classical Archaeology

Week 6: Wandering heroes

1: Amongst the barbarians

Homer, *Iliad*, bks. 6, 9

E. Cline, *After 1177 B.C.: The Survival of Civilizations* (Princeton, 2023), ch. __.*

2: Journeys through the eastern Mediterranean

Homer, *Odyssey*, bks. 3-4

Week 7: Odysseus goes west

1: "Men who eat bread"

Homer, *Odyssey*, bk. 9

2: The mistress of the beasts

Homer, *Odyssey*, bk. 10

I. Morris, "Gift and Commodity in Archaic Greece." *Man* 21.1 (1986)*

Week 8: Test

1: TEST 2

Unit 3: Neo-Assyria and its discontents

Week 8: Neo-Assyrian expansion

2: Esarhaddon and his illness

Dossier of Esarhaddon's illness [SAA 10.43, 242, 315, 325, 328]

K. Radner, "The Trials of Esarhaddon: The Conspiracy of 670 BC" (2003)*

Week 9: Neo-Assyria and the Levant

1: Neo-Assyria and the Levant

SAA, 2.5 [Treaty between Esarhaddon and Tyre]

Hebrew Bible, *Jonah*

Homer, *Odyssey* 14.199-359, 15.380-492

S. Sherratt and A. Sherratt, "The Growth of the Mediterranean Economy in the Early First Millenium BC." *World Archaeology* 24.3 (1993)*

2: Cyprus in the Early Iron Age

MUSEUM DAY

☞ Week 9, class 2 held at the OSU Museum of Classical Archaeology

Week 10: Neo-Assyria, Egypt, and the southern Levant

1: Egypt from the Kushites to the Assyrians

E. Cline, *After 1177 B.C.: The Survival of Civilizations* (Princeton, 2023), ch. 1.*

M. Lichtheim (trans.), "The Victory Stela of King Piye." In *Ancient Egyptian Literature* (Berkeley, 2006)

Dossier of Assyrian inscriptions

2: Israel navigates the empires

Hebrew Bible, 2 *Chronicles* 12-36



Hebrew Bible, *Nahum*

Week 11: Test

1: TEST 3

Unit 4: Greece and the Mediterranean at the end of the Iron Age

Week 11: *Egypt and Greece in the Late Period*

2: Egypt and Greece in the Late Period

M. Lichtheim (trans.), "A Victory Stela of Psamtik II." In *Ancient Egyptian Literature* (Berkeley, 2006)

A. Villing, "Naukratis: Religion in a Cross-cultural Context" (2019)*

Herodotus, *Histories* 2.151-82

Week 12: *The Greek colonization movement*

1: The colonization movement

Dossier of colonial foundation decrees

M. Dietler, *Archaeologies of Colonization* (2010), ch. 1*

2: "The Orientalizing movement"

MUSEUM DAY

Week 12, class 2 held at the OSU Museum of Classical Archaeology

Week 13: *The rise of the polis*

1: Wandering traders

Dossier of merchant letters on lead tablets

J. Lamont, "Trade, literacy, and documentary histories of the northern Black Sea" (2023)*

2: Violence in the Greek polis

Dossier of Greek poetic fragments

Dossier of early Greek laws

C.L.R. James (1956), "[Every cook can govern.](#)" *Correspondence* 2.12.

Week 14: *Final discussion*

1: Final discussion

2: TEST 4



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.

“From Disaster to Revival” (CLAS 3230) explores how everything we see as quintessentially Greek—egalitarianism, democratic governance, etc—emerged out of the long period of migration, mobility, and uncertainty that took place between the end of the Late Bronze Age (LBA, 1400-1100 BCE) and Early Iron Age (EIA, 1100-700 BCE) in the eastern Mediterranean. The course introduces students to a wide range of primary evidence to explore how the mass migrations of the EIA were a pivot point in Mediterranean history.

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

More than any other period of Greek history, the period between the LBA and EIA is characterized by mobility, migration, and reinvention. This period sees the collapse of large, stable states into a world of feuding city states, shifting borders, and mass movement of populations from east to west. As such, studying the period offers an interesting perspective on what migration, mobility, and immobility looks like in a premodern context. Who wins by moving or staying in place? How do cultures change in response to external (invasion), internal (social upheaval), and non-human (environmental) input? This course explores these themes.

ELO 1.1: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

This course pairs readings of primary sources translated from five languages (Akkadian, Egyptian, Greek, Hebrew, and Etruscan) with challenging scholarly literature. Even in translation, these sources are difficult: how do we evaluate, for instance, the blood-curdling claims made by Assyrian kings of violence, extermination, and mass deportation with the more prosaic realities known from the archaeological record? How do Egyptians, Israelites, Cypriots, or Greeks respond to Assyrian violence? (This topic is explored in weeks 8-10). The answer is a contextual reading that blends literary, documentary, and archaeological sources, paying special attention to how competing witnesses describe the same phenomena.

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.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

This class challenges students think critically about migration/mobility/immobility via three kinds of assignments. Aside from 3 500-word reading responses and 4 unit tests, the centerpiece are 3 required 'object descriptions.' 3 classes will be held in the OSU Museum of Classical Archaeology, an archaeological teaching collection of some 650 objects in Dulles Hall. Students will be tasked to handle, measure, and draw to scale one from a selection of objects. (Our collection's strength is exactly the period of this course).

In the week following the museum visit, students will be tasked to consult reference material to write up a formal and historical description of their object. This will include a scale drawing, written formal description, and historical contextualization that draws on reference bibliography.

Students will apply what they learned from lecture about mobility and migration during the LBA/EIA transition to the interpretation of specific objects. This will give them insight, among other things, to how museum catalogues are written.

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.

The object description assignment combines the benefit of a formal paper and a creative assignment. Students often find handling artifacts a magical experience: touching an object literally thousands of years old, they feel a haptic connection with the past. Incorporating a drawing element into this assignment creates a similar connection, as students usually are not tasked to think in 3D about art objects. Thus even though this assignment has many conventional elements—they must consult a reference bibliography to classify the object and contextualize it against their course readings—the assignment creates room for self-reflection and individual response that is necessarily absent from the tests and reading responses.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

ELO 3.1: Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

This class draws on work by Eric Cline, Susan Sherratt, and Cyprian Broodbank that explores how eastern Mediterranean cultures navigated the Bronze Age collapse by picking up and moving west (e.g. weeks 6-7, 9, 12) adapting nomadism (week 3), or developing that flexible system of localized governance we call the Greek *polis* (week 13). Due to the patchiness of our sources, the overall *cause* of mass migration in this period is somewhat murky; Cline, who we read much of early in the semester, strongly embraces climate change as explanation, while previous generations tended to emphasize the destabilizing activities of groups known as ‘sea peoples’ in many of our primary sources (weeks 3-4). This course embraces the uncertainty over causation to challenge students to explain events that certainly *did* happen using alternative bodies of evidence. Later in the course (week 12) students will face a similar challenge when asked to explain the subsequent pickup in Mediterranean mobility around 700 BCE, a better known period in which the primary sources are still conflicting.

ELO 3.2: . Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

The central part of this course is unit 2 (weeks 5-8), in which we will closely read sections of Homer’s *Iliad* and *Odyssey* from a historical perspective. Our interest in these works is in how they serve as evidence for the protohistorical migration of Greek-speakers to the east—where they were among the migrants who overthrew the LBA Hittite state and established Greek-speaking kingdoms on Cyprus—and the central Mediterranean, where monsters like cyclopes and Laestrygones serve as obvious stand-ins for the indigenous peoples of Italy, Sicily, and Sardinia. (For example, the clear depiction of native Italians as cyclopes on the Aristonothos krater at the Capitoline museum in Rome, which we will discuss in week 7). Using material from the OSU Museum of Classical Archaeology, we will closely read descriptions of objects in the poems in conjunction with formal analyses of Cypriot, Egyptian, and Anatolian objects in the collection. We will explore how the appearance of new cultural groups manifests both on the level of ideology and things themselves.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

ELO 4.1: Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

To summarize Aristotle (*Politics* 1), the Greek *polis* is the ideal state because it maximizes self-sufficiency. But as CLR James (week 13) emphasizes, the Greek polis was an exemplary because

it maximized the individual's ability to make choices. How did this form of government first come into existence? At the end of this course, I argue that our own conceptions of egalitarianism and democracy were products of the long era of migration that separated the Bronze and Iron Ages: in essence, the *polis* was a form of government for people who had been accustomed *not* to being governed.

ELO 4.2: Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

Our primary readings draw from a huge range of preserved voices to demonstrate the various reactions of individuals to the phenomena of the age. These range from religious experts like Nahum (week 10) and the priests employed by the ailing Assyrian king Esarhaddon (week 8) to enslaved captives from the Black Sea whose fates are known from sales receipts (week 13). We find a predictable range of responses. To the Greek hero Meneleaus (week 6) or Hebrew prophet Jonah (week 9), travel by the wilds of the sea grants perspective on the intensions of the gods. Others, like land-dwelling, settled Pharaoh Merenptah or the scribes of Ugarit (week 4) see mobility as a fundamental source of social instability. Both on the unit tests and in their reading responses, students will have the opportunity to explore how the individual situation of sources impacts their interpretation of mobility in history.