

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	3191
Course Title	Internship in Classical Archaeology
Transcript Abbreviation	IntshpClasArch
Course Description	This course is an internship course that will focus the archaeological collections housed in the Museum of Classical Archaeology on the OSU Columbus Campus.
Semester Credit Hours/Units	Variable: Min 2 Max 6

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Satisfactory/Unsatisfactory
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	12
Max Completions Allowed	4
Course Components	Field Experience
Grade Roster Component	Field Experience
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.1299
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

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 gain knowledge of curation and practical skills that could be applied in museum or laboratory settings. Students will also directly curate the collection, upgrading its condition so that it can be maintained as a resource for teaching,

Content Topic List

- Logistics and Materials
- Cataloging and Labeling
- Coins
- Ceramics
- Stone artifacts
- Fiber and textiles
- Metal artifacts

Sought Concurrence

No

Attachments

- CLAS 3191 Internship in class arch UPDATED 9.18.25.docx: Updated Syllabus
(Syllabus. Owner: Bauer,Leah)
- Concurrence HISTART.pdf: HISTART Concurrence
(Concurrence. Owner: Bauer,Leah)
- Concurrence History.pdf: HIST Concurrence
(Concurrence. Owner: Bauer,Leah)
- Cover letter for CLAS 3191.docx: Cover Letter
(Cover Letter. Owner: Bauer,Leah)

Comments

- Please see Subcommittee feedback email sent 9/8/25. (by Neff,Jennifer on 09/08/2025 11:32 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bauer,Leah	07/31/2025 10:53 AM	Submitted for Approval
Approved	Fullerton,Mark David	07/31/2025 04:27 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/12/2025 12:41 PM	College Approval
Revision Requested	Neff,Jennifer	09/08/2025 11:32 AM	ASCCAO Approval
Submitted	Bauer,Leah	10/06/2025 01:31 PM	Submitted for Approval
Approved	Fullerton,Mark David	10/06/2025 01:41 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/06/2025 01:51 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/06/2025 01:51 PM	ASCCAO Approval

To: ASC Curriculum Committee, Arts and Humanities Subcommittee 2

15 September 2025

Dear members of the committee,

This letter details changes made to the syllabus for CLAS 3191.

- The Subcommittee noted that, on page 2 of the syllabus, it is written that one credit hour of work is equal to one hour of internship per week. They would, therefore, like the instructor to clarify where the remaining contact hours will occur. As a reminder, for every 1 credit hour, a student is expected to complete 3 hours of total work. As an example, if a student is taking 3 credit hours, a model that could be used would be to have a student complete 6 hours of internship per week and 3 hours of out-of-classroom assignments/assessments per week. Regardless of how the instructor wishes to divide the hours, there should be 3 total hours per credit hour each week of the semester.

Response: The class has been reconfigured into a traditional 3 credit course with two meetings per week.

- The Subcommittee asks that the department seek concurrence from the Department of History and the Department of History of Art.

Response: Both departments grant concurrence.

- The Subcommittee would like to see an example course calendar that further breaks down a student's required tasks for the week. While they appreciate that the internship experience will vary based on the needs of the museum, they are currently unable to properly assess what types of tasks students will be completing and if these will equate to proper credit hours.

Response: The class has been reconfigured to a more traditional format with readings, writing responses, and in-class activities.

- Instructors are welcome to include any standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please refer to this page to ensure that the Title IX (now the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct") and Mental Health statements on p. 5 of the syllabus are current and accurate.

Response: All statements have been updated.

Sincerely,

Christopher Stedman Parmenter
Assistant Professor of Classics

INTERNSHIP IN CLASSICAL ARCHAEOLOGY OR EPIGRAPHY AND PALEOGRAPHY
CLAS 3191

TR 2:20-3:40 PM
Dulles 028
3 credit hours

Prof. Christopher S. Parmenter
Office: University Hall tktk
Office Hours: TKTKTK and by appt.

1) Course Description

This internship course trains students to work in the OSU Classics Department's twin research and teaching collections: the OSU Museum of Classical Archaeology (MOCA), located in Dulles 028, and the Center for Epigraphical and Paleographical Studies (CEPS) on west campus. Depending on the semester, this course will be located in either or both facilities. Students enrolled in this class will engage in hands-on training in object handling, conservation, collections management, stewardship, and curation. For their final project, students will stage a mini-exhibition, taking into consideration issues of organization, staging, pedagogy for intended audience, and ethics. Students may also be employed in relevant projects for the improvement of the collection, including provenance research, database management, basic conservation, and storage upgrades. They will learn about a range of object types, including ceramics, metals, archival material, epigraphic squeezes, manuscripts, and microfilm. Students will gain relevant experience for future museum and archives work and help maintain these two collections for future research and instructional use at OSU.

This iteration of the class is based primarily in MOCA. Schedule of meetings, readings, and assignments subject to change if the course is offered via CEPS.

2) Course delivery

This course meets twice weekly. Our **Tuesday** meeting will consist of discussion or lecture of preset readings. Our **Thursday** meeting will be practical instruction using archaeological objects, manuscripts, or epigraphic squeezes at MOCA or CEPS. Students will **only** have supervised access to archaeological/archival material in MOCA or CEPS during scheduled class sessions. Students are asked to prioritize tasks that require access to course sessions.

3) Readings

All readings for the course will be available for download via Carmen.

4) Grading

10% **Attendance and participation** are central parts of your grade. You can show participation by asking questions in class, attending every session, or visiting office hours. Everybody has one excused absence.

40% **Response essays or in-class assignments** (10% each). These might include an in-class essay, a journal-like exercise, or a typed response essay.

50% **Final Project.** Your final project is to curate a mini-exhibition of 5-15 objects and present it to your peers. You must include a written project description, a curatorial register, object photography, placard descriptions for each object, visuals, and didactics. Things to consider. Who is my audience? What age/demographic range? What is my point? How specialized or general should my tone be? What details to include or exclude? A project proposal is due in week 9. Presentations will be in weeks 11-12. Presentations must be 15-20 minutes long and lead the class through your process of curation. *NB: instructor might approve alternatives to an exhibition depending on the needs of the project site.*

5) University statement on academic integrity

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

6) University statement on disability 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.

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; 614-292-3307; or slds.osu.edu

7) University statement on mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other

concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

8) University statement on religious accommodations

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

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

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

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

9) University statement on intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are

intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

10) University statement on anti-discrimination policies

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

11) ASC statement on academic inquiry

This course engages with the key theories, debates, and empirical findings that are central to understanding the state of the scholarship in teaching collections. My role is not to promote any political, social, or religious belief, but to facilitate your engagement with the ideas that shape this area of study. You are encouraged—and expected—to think critically, ask questions, and form your own evidence based conclusions, while also learning how to understand and evaluate the full range of perspectives that exist within this scholarly conversation.

University-level learning begins with the assumption that no idea is beyond question and that even long-standing or widely accepted beliefs—including those held within academic disciplines—are open to scrutiny, debate, and revision on the basis of new arguments and evidence. This approach reflects the nature of scholarly inquiry, which evolves through critical engagement and not by passive agreement. A central purpose of a university education is to encounter and evaluate ideas that are new, challenging, or even sharply in tension with one's own personal, political, social, or religious beliefs. Developing the ability to analyze and engage with such ideas through reasoned and respectful dialogue is essential to responsible citizenship in a healthy democracy.

Student learning will be assessed by evaluating mastery of the course content assigned and/or presented by the instructor. Though students are free to express a range of viewpoints in class

discussions, they are expected to demonstrate mastery of course content in assignments, exams, and related forms of evaluation.

12) ASC statement on bias

Disagreements and intellectual differences are central to academic life and are not evidence of bias or oppression. Bias is prejudice in favor of or against an ideology, person, or group compared with another, usually in a way considered to be unfair. In scholarly debates/discussions, participants question and test the evidence, the logic of the argument/interpretation, the applicability of the model or theory, presenting evidence truthfully/accurately and in a respectful manner. Scholarly consensus refers to the widespread agreement among experts in a particular field on a specific topic or interpretation of evidence. It is neither static nor monolithic, but rather a dynamic and evolving understanding within an academic community. This consensus is built through various forms of scholarly communication and debate, including conferences, publications, peer review, and replication of results.

Bias in teaching refers to the undue promotion of personal beliefs, ideological perspectives, or favored theories in ways that misrepresent opposing views in an academic discipline or discourage open academic inquiry. It can occur when instruction lacks critical engagement with the breadth of established disciplinary perspectives or presents ideas that are contested within an academic discipline as settled without sufficient justification.

Bias is distinct from teaching the scholarly consensus, which involves presenting ideas, evidence, and interpretations that are widely accepted within a field based on rigorous peer-reviewed research and disciplinary standards. It does not preclude the discussion of minority viewpoints but requires framing them within the context of the discipline's standards of evidence and debate.

13) Schedule of classes

Week 1: What is a teaching collection?

Tues.: Tour of MOCA; basics of object handling

Thurs.: What is a teaching collection?

J. Hirsch (2021), "Sharing the Spoils: The Historical use of Loans and Gifts as Collecting Methodologies for Building Biblical Archaeology Teaching Collections" *Bulletin of the History of Archaeology* 31.5: 1-21.

Week 2: Responsible stewardship

Tues.: What is a teaching collection?

E. Marlowe (2018), "Responsible Stewards" of Classical Antiquities? The Society for American Archaeology's 'Statement on Collaboration' and Non-American Material Culture." *Advances in Archaeological Practice* 10.3: 249-57

E. Marlowe (2022), "Orphan Antiquities at Kenyon College: The Lessons of the Harris Bequest." *Peregrinations: Journal of Medieval Art and Architecture* 8.1: 26-40.

Thurs.: What are you interested in?

Assignment: Students produce list of objects they would like to curate an exhibition involving using the online catalog <https://classicsartifacts-s.asc.ohio-state.edu> and discuss in class.

Week 3: Museums, archaeological looting, and art crime

Tues.: How not to be a curator

R. Mazza (2024) *Stolen Fragments: Black Markets, Bad Faith, and the Illicit Trade in Ancient Artefacts* (Palo Alto: Stanford University Press)

Thurs.: Discussion on museums and crime

Response essay and discussion

Week 4: Ancient Cyprus in the MOCA collection

Tues.: A legacy in sherds

L.P. di Cesnola (1877), *Cyprus, its ancient Cities, Tombs and Temples* (New York)

V. Karageorghis (2000), "Introduction" in *Ancient Art from Cyprus: The Cesnola Collection in the Metropolitan Museum of Art* (New York: Metropolitan Museum).

Thurs.: Discussion of OSU exhibition on ancient Cyprus

Week 5: Archaeological reproductions

Tues.: Cast collections - **Meet in front of Thompson Library**

R. Frederiksen and E. Marchand, eds. (2010) *Plaster Casts. Making, Collecting and Displaying from Classical Antiquity to the Present*. Berlin: De Gruyter.

Visit to archaeological casts in the Thompson Library

Thurs.: 3D printing

Visit by ASC Tech to 3D scan objects and prepare production of replicas

Week 6: Epigraphy

Meets at CEPS

Tues.: Tour of CEPS

J. Bodel (2001), "Epigraphy and the ancient historian," in Bodel (ed.) *Epigraphic Evidence. Ancient History from Inscriptions* (London and New York: Routledge).

F. Beltrán Lloris (2014), "The 'epigraphic habit' in the Roman world," in Bruun and J. Edmondson (eds.) *The Oxford Handbook of Roman Epigraphy* (Oxford: Oxford University Press).

Thurs.: Epigraphy and research: how to find inscriptions with physical and digital tools

Week 7: Paleography

Meets at CEPS

Tues.: The manuscript tradition

L. D. Reynolds and N. G. Wilson (1983) *Scribes and Scholars: A Guide to the Transmission of Greek and Latin Literature* (Oxford: Oxford University Press).

Thurs.: Accessing and Reading Microfilms

Week 8: Using archival material

Class returns to meet at MOCA (Dulles 028)

Tues.: Archives and legacy data

N. Schlanger, (2004) "The Past Is in the Present: On the History and Archives of Archaeology." *Modernism/modernity* 11.1: 165-67

E. Gorogianni (2013) "Site in Transition: John L. Caskey, Ayia Irini, and Archaeological Practice in Greek Archaeology." *AEA* 10: 105-20.

Thurs.: University archives

Students visit university archives

Week 9: Preparing for the final project

Tues.: Preparing for the final project

Assignment: Students revisit list of objects they would like to curate an exhibition involving using the online catalog <https://classicsartifacts-s.asc.ohio-state.edu> and discuss in class. Display cases will be available in MOCA or CEPS for students to temporarily rehouse objects for their exhibition. Students discuss final project and work out potential conflicts over objects.

Thurs.: **Proposal due** for final project. Discussion of proposals in class.

Note: Supervised access to MOCA or CEPS is only available during instructional time. Students should prioritize work that requires physical access during class sessions. All other work on project should be conducted outside course hours.

Week 10: Final project work

Tues.: Students work on final project

Thurs.: Students work on final project

Week 11: Final project work

Tues.: Students work on final project

Thurs.: **Presentation** of on final project

Week 12: Final project work

Tues.: **Presentation** of final project

Thurs.: **Presentation** of final project



Outlook

Fw: New course concurrence

From Fullerton, Mark <fullerton.1@osu.edu>

Date Tue 9/16/2025 7:59 AM

To Fertik, Harriet <fertik.1@osu.edu>; Bauer, Leah <bauer.756@osu.edu>; Parmenter, Christopher <parmenter.14@osu.edu>

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From: Whittington, Karl <whittington.78@osu.edu>

Sent: Monday, September 15, 2025 5:31 PM

To: Fullerton, Mark <fullerton.1@osu.edu>; Levi, Scott <levi.18@osu.edu>

Subject: Re: New course concurrence

Hi Mark,

I spoke to our undergraduate studies chair, and History of Art is happy to provide concurrence. Looks like a great course.

Cheers,

Karl

Dr. Karl Whittington

Professor and Department Chair

Department of History of Art

The Ohio State University

201 Pomerene Hall

whittington.78@osu.edu

From: Fullerton, Mark <fullerton.1@osu.edu>

Date: Monday, September 15, 2025 at 2:22 PM

To: Levi, Scott <levi.18@osu.edu>, Whittington, Karl <whittington.78@osu.edu>

Subject: New course concurrence

Hi, Karl and Scott,

Our Undergraduate studies chair has asked me to request concurrence for the attached course proposal. We think this will offer a great opportunity for students to gain real experience with material cultures.

You can send your concurrence, if you concur, to me and I shall forward it to our Undergrad Chair to include with our new course request.

Mark



Outlook

Fw: Concurrence for Classics 3191

From Fertik, Harriet <fertik.1@osu.edu>

Date Thu 9/18/2025 7:24 AM

To Bauer, Leah <bauer.756@osu.edu>; Parmenter, Christopher <parmenter.14@osu.edu>

Concurrence from History--I think we have both that were requested.

From: Fullerton, Mark <fullerton.1@osu.edu>

Sent: Wednesday, September 17, 2025 10:52 PM

To: Fertik, Harriet <fertik.1@osu.edu>

Subject: Fw: Concurrence for Classics 3191

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From: Reed, Christopher <reed.434@osu.edu>

Sent: Wednesday, September 17, 2025 11:37 AM

To: Fullerton, Mark <fullerton.1@osu.edu>; Levi, Scott <levi.18@osu.edu>; Whittington, Karl <whittington.78@osu.edu>

Subject: Concurrence for Classics 3191

Hi Mark,

On behalf of Dept Chair Scott Levi, I am writing for confirm History concurrence for the new course, Classics 3191.

Thank you,

Chris Reed

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu