

Term Information

Effective Term Spring 2026
[Previous Value](#) [Autumn 2023](#)

Course Change Information

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

This course was automatically grandfathered into the Foundations level, but it is a better fit for Themes so we are submitting it for the TCT Theme

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

Departmental GE conversion

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? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Cross-listed with History and History of Art

Is this a request to withdraw the course? No

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	2301
Course Title	Classical Archaeology
Transcript Abbreviation	Classic Archaeolgy
Course Description	Principles, methods, and history of archaeological investigation in the ancient Greek and Roman world, illustrated through a selection of major classical sites.
Previous Value	Introduction to the principles, methods, and history of archaeological investigation in the ancient Greek and Roman world, illustrated through a selection of major classical sites.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Previous Value	Lecture
Grade Roster Component	Recitation

COURSE CHANGE REQUEST
2301 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/16/2025

Previous Value

Lecture

Credit Available by Exam
Admission Condition Course
Off Campus
Campus of Offering

No
No
Never
Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

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

Exclusions

Not open to students with credit for History 2210 or HistArt 2301.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Cross-listed in History 2210 and HistArt 2301.

Subject/CIP Code

Subject/CIP Code

16.1200

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Historical Study; Global Studies (International Issues successors); Traditions, Cultures, and Transformations

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

Previous Value

General Education course:

Culture and Ideas; Historical Study; Global Studies (International Issues successors); 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

- An understanding of basic archaeology

COURSE CHANGE REQUEST
2301 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/16/2025

Content Topic List

- The discovery of Greek Bronze Age
 - Mycenaean archaeology
 - Dark Ages
 - Orientalizing art
 - Classical archaeology and art
 - Roman archeology and art
 - Archaeological methodology and chronology
 - Greek pottery styles
 - Greek colonization
- No

Sought Concurrence

Attachments

- 2210 GE TCT Submission Form.docx: GE Form
(Other Supporting Documentation. Owner: Bauer,Leah)
- 2210 GE TCT Theme Syllabus JG 7.23.2025.docx: Syllabus
(Syllabus. Owner: Bauer,Leah)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bauer,Leah	07/30/2025 02:25 PM	Submitted for Approval
Approved	Fullerton,Mark David	07/30/2025 05:19 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/16/2025 11:31 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/16/2025 11:31 AM	ASCCAO Approval



HISTORY/2210, CLAS/2301, HISTART/2301

Classical Archaeology
Autumn 2024 (full session)
3 credit hours, Lecture
Online, Asynchronous

Course overview

Instructor

Instructor: Dr. Peter VanDerPuy

Email address (preferred contact method): Vanderpuy.2@osu.edu

Office hours: Tuesdays and Wednesdays, 11:00am-12:00pm via Zoom (weekly meeting links provided in the Course Information Module at the top of our course Home page)

Required Textbooks

Campbell, B. *The Roman Army: A Sourcebook*. Routledge. ISBN: 0415071739

Fagan, B.M. *A Brief History of Archaeology: Classical Times to the Twenty-First Century*. Pearson Education. ISBN: 0131776983

Whitley, J. *The Art and Archaeology of Ancient Greece*. Cambridge University Press. ISBN: 9780521627337

Course description

This course offers an overview of the archaeological record, also known as the material record, for the history of the ancient Mediterranean world, and in particular, for the civilizations of Greece and Rome. Over the duration of this course, we will be covering the art and archaeology of ancient Greek and Roman civilizations, though reference to the other civilizations of the Mediterranean and Near East will also be made throughout the course. It is impossible to understand the ancient Greek and Roman

societies without understanding of the broader context and cultures of the Mediterranean world in which these civilizations arose. As a result, while this course focuses on the traditions and cultures of Greece and Rome, it will also work to situate within the larger near eastern and Mediterranean-wide traditions and historical transitions that characterized the region and its peoples from the Bronze Age to the end of Antiquity (c. 500 AD). Students will be introduced to both the history of archaeology, as a discipline, and the tools, methods, and theories of archaeology, as a science. Along the way, students will also gain an understanding of the important finds, artefacts, excavations, and controversies that pertain particularly to the development and progression of Greek and Roman archaeology. Lastly, students will also come to understand how the archaeological record is used to construct histories of past societies and how it interacts with other disciplines such as Classics, Linguistics, and Art History.

This course seeks to provide students with a deeper understanding of both the traditions, cultures, and transitions of the world of classical antiquity, on one hand, and of the history and traditions of the very discipline of Classical Archaeology, on the other hand. While students are introduced to the primary materials, methods, and cultures of the ancient Mediterranean; they are also introduced to the origins and development of archaeology as a science itself in the 19th-20th centuries and in post-Enlightenment thought traditions. As a result, they will become familiar with both the material cultures and traditions of the ancient past, but also with some of the cultural and intellectual traditions (and controversies) of the modern, post-Enlightenment scientific age. This two-pronged focus—on both Mediterranean history, and the history of modern archeological science—allows us to problematize contemporary, trite and popularized ideas about the world of Antiquity, and furnish students with properly contextualized views of the ancient Mediterranean, its peoples, and their cultural contributions to the our modern society. The course helps students to think about complexly about topics such as race and ethnicity in the deep past and their connection to modern identities; cultural appreciation vs. appropriation; collective heritage vs. cultural hegemony/imperialism; scientific inquiry vs. pseudo-science.

A few key areas for our study of traditions, cultures, and transformations in the medieval world will be:

- The origins of the discipline of archaeology in the 19th century: from an auxiliary science for historians to establishment as its own formal discipline in the 20th century. How did archaeology play a role in the debates of the 19th and early 20th centuries—from the geology and age of the Earth and Humanity, to race and pseudo-scientific views of humans
- The role of colonialism and imperialism in the development of Archaeology as a discipline, the acquisition of world antiquities, and the European interest in, and appropriation of, the classical past (including its footprint in the modern university education system)
- Bronze-Age Greece, the tradition of palace complexes in the eastern Mediterranean world, and the myth of Troy
- Dark Age Greece: What makes a “dark age,” archaeologically? Questions surrounding the “fall” of civilization vs. forms of continuity; reading burials as evidence
- Classical Greece: early Greek temples and city-state architecture; the archaeology of democracy
- The elements of classical Greek sculpture and architecture; the colors of Antiquity our understanding of ethnicity; the concept of “classical” art/history/language/archaeology
- Archaic Rome: the case of the Roman forum—from huts to heart of empire
- The making of Roman Italy: the archaeology of Roman colonies and the question of “Romanization” in architecture and civic design

- The Rome of Augustus: authoritarian regimes, propaganda, and monumental building programs
- Roman engineering and roads and towns: footprints of empire and the case of Pompeii
- The archaeology of the Roman army: inscriptional evidence for Roman army and civilian life on the margins of empire and the Roman cultural zone

General education goals and expected learning outcomes

As part of the **Traditions, Cultures, and Transformations GE Theme**, this course is designed to prepare students to meet the following goals.

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or ideas of traditions, cultures, and transformations.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic of traditions, cultures, transformations.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

How the Course will Meet the GE: Traditions, Cultures, Transformations

Goal 1: Students will develop skill in critical and logical thinking through the analysis of primary sources and the completion of written essays (ELO 1.1). Such study will be advanced because we will read and analyze challenging primary source material and short essays by historians that returns repeatedly to the themes of citizenship, justice, and diversity. Each week we will also focus on guiding questions concerning the cultures and transitions examined in lectures and readings, which will form the basis of our weekly discussion forums (ELO 1.2)

Goal 2: Students will explore different approaches to the material history of societies in the classical world, including political history, economic history, military history, religious history, social history, and cultural history. (ELO 2.1). Students will be encouraged to reflect on their own learning through class discussion boards and essay assignments that encourage creative engagement with the past and reflective thinking about their own analytical skills evaluating primary sources (ELO 2.2). Please see the Course Schedule below for the list of each week's discussion questions. Sample quiz questions can be found under the Quizzes assignment description.

Goal 3: This course looks at the influence of cultural aspects on **both** historical **and** contemporary issues: early on, we examine how scientific discoveries, methods, and technologies shaped the formation and development of Archaeology as a discipline in our contemporary, modern period; and, in terms of a couple historical examples: we also examine the impact and use of writing systems as a technology (particularly the adoption of the Phoenician alphabet) in both the Greek and Roman worlds; additionally, we look at archaeological evidence for the emergence of the *polis* (city-state) system or civic matrix that conditioned the circumstances of both Greece and central Italy in the Archaic Period. (3.1 and 3.2). Our examination of the archaeology of both Greek and Roman forms of colonization includes analysis of the interplay and relational dynamics between so-called dominant and sub-cultures, with our course placing particular emphasis on the two-way process of cultural influence and borrowing (3.3). Perhaps the starkest example of how this course meets ELO 3.4 is in the study and examination of the pottery sequence for ancient Greece. Students are taught to recognize the definitive characteristics, shapes, and styles that mark the change in pottery production over the course of the Greek Archaic to Classical periods – from Geometric and Aniconic forms all the way through more ornate and detailed Black and Red Figure wares with iconic and narrative features and designs. Students are also introduced to the progression and development of archaic and classical forms of Greek architecture, from early temples to the administrative buildings of democratic Athens (3.4).

Goal 4: The course's introductory focus on the emergence of the discipline of archaeology during the period of European imperialism and colonialism highlights the ways in which the classical past, its traditions, antiquities/treasures, and associated benefits (ideological, cultural, material or other) were unfairly and disproportionately appropriated by some societies, to the detriment of others. Students learn how this process created modern disparities, biases, and forms of prejudice that still animate our societies and geopolitical realities today (4.1). Examination of these factors, of course, also dovetails quite naturally with ELO 4.2. But further, per the course's other topics, students will examine the formation of a homogenous Greek ethnic identity in so far as the archaeology of burials, temple foundations, the adoption of writing, and trade objects allows. The latter half of the course examines, both through a look at Roman colonization, as well as Roman daily life and legionary life, how the processes associated with "Romanization" affected individuals' experiences of the Roman geographic, cultural, and civic worlds (4.2). Lastly, and broadly speaking, the course tends to use the archaeological

record in general to understand how societies constituted themselves institutionally, commercially, and politically – including differences in hierarchy, status, gender, and ethnicity – whether we are learning about the Bronze-Age palace centers of the Mediterranean, the *polis* (city-state) system of classical Greece, or the republican and imperial societies of Rome (4.1).

Please see both the description of individual assignments as well as the Course Schedule, below, for more concrete examples of how the pedagogy of the course fulfills these topical areas and learning outcomes.

Legacy GE Categories

Historical Studies

Goals

1. Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

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

Culture and Ideas

Goals

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity: Global Studies

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

- Global Studies
 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

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 course is divided into **weekly modules** that are released each Monday at 12:00am. All assignments are due on the following Sunday at 11:59pm, unless otherwise indicated in the syllabus or on Carmen. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

- **Direct Instruction**

Because this is an online course, we must be especially cognizant of encouraging interaction in order to mitigate the distance of online learning. As such, students should expect direct instruction with the instructor in the following ways:

- **Module Introductions**
- **Video lectures**
- Announcements
- Facilitating and responding to discussion board prompts
- Feedback on written assignments
- Online meetings, upon request

Attendance and 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 for attendance: AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL**

All live, scheduled events for the course, including my office hours, are optional. They are a great way for students to gain a fuller sense of their own learning, as described in ELO 2.2. Please stop by at the scheduled time or email the instructor if an alternate time is needed.

Course materials and technologies

Textbook

See above, page 1 of syllabus

Additional Assigned Reading (available via the Carmen Course Website):

A selection of other source readings will be provided for students within the weekly modules. These readings, in the weeks they are assigned, will be located directly beneath the weekly video lectures in the module.

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 ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (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) 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 - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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 faculty response

How your grade is calculated

Weekly Discussion and Reflection Posts – 20%

Bi-Weekly General Knowledge Quizzes (6 total) – 20%

Midterm Exam – 20%

Artifact Paper – 20%

Final Exam – 20%

See course schedule below for due dates.

Descriptions of major course assignments

Discussions (20% of final grade)

Students participate in discussion in two ways: first, by responding to the discussion prompts posted by the instructor, and second, by responding to the contributions of their peers. By completing the readings and the discussions, students will learn to discuss key issues from this course. Discussion boards also provide an opportunity to foster a classroom community.

To complete each of the weekly discussion assignments students must post a total of 3 posts per week, worth a total of 3pts

- Students must post **one initial post** in response to the prompts by 11:59pm on each Sunday when the discussion board will close. Submitting your initial post even earlier will give everyone an opportunity to engage in discussion.
 - The initial post should be a robust post of several paragraphs and is worth a total of 2pts
- Then students must make **two response posts** to those of your fellow students before the discussion board closes at 11:59pm on Sunday.
 - Each response post is worth ½ a point (.5pts). Students must engage critically with the material and fellow students' ideas in order to earn credit here. You must do more than simply state an agreement with, or recapitulation of, the other person's ideas/views.

To access the discussion board,

- Open “Discussion” from the menu on the left of our home page, or click on the Discussion link in the assigned module.
- Then open the discussion board for that unit.
- Students must post an initial response before they will be able to view peers’ posts.
- To reply to someone else’s post, scroll down to the bottom of the discussion thread and click “Reply.” An open textbox will open.
- Paste or compose your comments or responses into the place holder and click “Post Reply”

**If you would like to subscribe to the discussion so that you are notified by email when new comments are posted, please click the “Subscribe” button on the bar above the “Reply” button.

Assessment of this assignment will be based on completion of both an original post and two response posts to other students. Responses must be clear and thoughtful. The aim is to prompt discussion. Stating that one agrees with someone’s statement without explaining why is not enough to earn credit for the response portion of the discussion.

These discussion boards are a space to foster our classroom community, so I encourage you to consider checking in on the discussion board before the day it’s due. Completing responses during the final hour does not contribute much to a vibrant discussion, and most colleagues in the course will not have the opportunity to read, learn, and comment on posts from the final hour.

The purpose of the discussion board exercise is to encourage intellectual exchange between students, to learn from your peers as they learn from you. It is also a place where I will be able to encourage, facilitate, and respond to conversation, but you should be looking to your fellow students as well as the instructor in terms of engaging in dialogue.

This assignment fulfills the GE ELOs: 1.1 and 1.2 through ongoing discussion with peers, which builds over the course of the semester. It also invites students to fulfill 2.1 and 2.2 by encouraging students to return to similar questions after learning new content. **By asking students to revisit questions before and after learning course content, the discussion boards facilitate self-reflective learning.**

For sample discussion questions, please see the Course Schedule, below.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while posting in the discussion board.

Discussion and Communication Guidelines:

The following are my expectations of how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- *Writing style:* While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- *Tone and civility:* Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- *Citing your sources:* When we have academic discussions, please cite your sources to back up what you say. For the purpose of this particular assignment, it is simply enough to refer to the source in general. No page number citations are necessary.
- *Backing up your work:* Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Canvas discussion. Please use accessible word processing software.
- *Communication with your instructor:* You should feel free to communicate directly with the instructor concerning your grade, your performance in the course, etc.

Bi-Weekly Quizzes (6 total, 20% of final grade)

Description: Every two weeks, students will complete a quiz in addition to the discussion board for the week. These quizzes will simply cover everything in reading and lectures from the previous two weeks. For example, Quiz 1 is scheduled at the end of Week 2 of the course, and it will cover the lectures and readings from Weeks 1 and 2. Each quiz will be 15 points total and consist of 15 multiple-choice and true/false questions. Once you open the quiz you will have 15 minutes to complete it. Students are allowed two attempts. Carmen will automatically drop the score of your lowest attempt. Each quiz will be available for a 72-hour window, from 12am Friday till 11:59pm on Sunday.

The purpose of this exercise is to motivate students to complete the reading, lectures, listening, and other materials assigned in that module, and to review the key takeaways from that week. The questions will therefore assess students' understanding of the readings and other materials, including the assigned lecture videos for that week. Quiz questions are randomly selected from a pool of questions.

Assessment of this assignment is automatic. The student's score will be visible after the completion of their attempt. Quizzes will be available to students for a 72-hour window, from 12am Friday to 11:59pm Sunday of each week. Correct answers to the quiz will be available starting at 12am on the following Monday.

This assignment fulfills the GE ELOS: 3.1 and 3.2, through regular review of key course content from the lectures and the reading assignments that consider a wide range of perspectives. The quiz is also a weekly way for students to reflect upon their own learning (2.2).

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while they take the quiz. Students may not collaborate with one another on this assignment, including taking quizzes together or sharing quiz questions or answers.

Sample quiz questions:

1. In Archaeology, stratigraphy can be defined as....
 - a. the identifying of layers of sedimentation that correspond to different periods of human occupation at a site
 - b. the establishing of a classification method for ancient pottery
 - c. the process of obtaining the required permits to excavate a potential archaeological site

2. The term "classical" is problematic because it tends to imply that a certain civilization and its cultural output is superior to others.
 - a. True
 - b. False

3. Linear B script records an early form of _____ language.
 - a. Egyptian
 - b. Cretan
 - c. Latin
 - d. Greek

4. The description of the drinking cup of the Greek hero, Nestor, in Book 11 of the *Iliad*, actually matches fairly closely to that of an actual golden drinking vessel unearthed by Heinrich Schliemann at the site of Mycenae during his excavations.
 - a. True
 - b. False
5. A Greek colonial settlement that functioned primarily as a simple trading outpost is known as a(n) _____.
 - a. Apoikia
 - b. Polis
 - c. Emporion
 - d. Sanctuary

6. *Kouroi* statues were both votive and funerary, standing as grave markers and often as a kind of dedication to a god or goddess.
 - a. True
 - b. False

7. With black-figure pottery, all traces of Orientalizing influence and motifs vanish from pottery.
 - a. True
 - b. False

8. The mechanism through the communities on the Roman hills drained the central meeting space, eventually the *forum Romanum*, was the...
 - a. *Cloaca maxima* (greatest sewer)
 - b. *Clivus Capitolinus* (Capitoline stairs)
 - c. *Lacus Curtius* (Curtian Lake)
 - d. *Aqua Claudia* (Claudian aqueduct)

9. One example of a circularity in archaeological evidence and reasoning is the use of Roman colonies to establish our idea of the classic civic footprint of the Roman forum, while then using this archaeological idea of the Roma forum to establish the “Roman-ness” of the colonial centers.
 - a. True
 - b. False

10. The dictator/emperor Augustus’ extensive building program in Rome included the temple of Mars Ultor, which sought to broadcast which message of the Augustan regime?
 - a. Cancellation of debts
 - b. Vengeance for the assassination of Caesar
 - c. Atonement for his crimes and the civil wars
 - d. Victory over the Parthian empire

11. Hypocaust flooring, found in many Roman forts, villas, and basilicae, was used for.....
 - a. Storage spaces for wine, olive oil, and other foodstuffs
 - b. Insulation
 - c. Heating baths
 - d. Prison cells

Midterm Exam (20% of total grade)

The Midterm Exam will take place during Week 8 and there will be no other materials (lectures, quizzes, discussion) in that week, as the week also contains the Mid-semester Break on Thursday and Friday. The exam will cover materials from the first seven weeks of the course and will be available to you for a 72hr window, from 12am on Monday, October 7th until 11:59pm on Wednesday the 9th.

The exam will consist of two sections: 1) 5 image identifications, randomly selected from our lectures/readings, for which students will need to comprehensively identify the archaeological object (time-period, date, culture, object description, etc.) and discuss the historical or scientific significance of the object for our understanding of the culture/society in question; 2) one long-essay question addressing a particular development or historical/archaeological phenomenon that we’ve studied. Students must write a comprehensive analysis using evidence from readings, lectures, and images to support their arguments. There is no one correct length for essays, since everyone writes differently. But I have found that a typical length for an adequate essay is somewhere around at least 5 paragraphs and upwards.

A study guide will be posted for you in the Week 7 module when it opens, clarifying the pool of images that the exam will draw from, and providing the selection of long-essay questions from which the exam will draw. This means that students will know, in advance, the questions from which the exam will draw. As such, students are able to prepare as much or as little as they wish for these potential essay questions. The goal is not to surprise you, but to get you to study and prepare to think critically and analytically about the concepts, developments, and themes you’ve learned about. Successful students tend to prepare responses for all potential essays. The study guide will also contain a short overview of what a well-structured essay looks like, organizationally and analytically.

Sample Image ID's:



Identify the above image and indicate what civilization or time period it comes from. Comment on where this architecture would have been found or located, and describe its basic function. Lastly, identify the historical significance of this architecture, that is, what it can tell us or why it matters to us for our historical understanding or knowledge of a civilization.



Fully identify the pottery above, giving as much detail about its type, date, and features as you can. Where does it fit within the pottery sequence for Greece? What can it tell us about the society or period?

Sample exam essay question:

Answer the following question with a long essay response. Please make sure to make use of the evidence we looked at both in lectures and readings to support your arguments.

1. To what extent do the Homeric epics agree with or corroborate aspects of Mycenaean civilization, and in what ways do the epics disagree or diverge? You are welcome to comment as well about any features of the Dark Age period that you think may be represented in the Homeric epics. Finally, comment on what can be problematic about using literature to interpret archaeological finds. What kinds of problems do archaeologists and historians run into? And how do they affect our understandings of both the literature and the material culture of Greece? Please make sure that you use both the material covered in lectures and the assigned reading - Selections from Homer's Iliad and Odyssey - in order to support your points.

Feedback is a crucial part of learning to write. It is also a key component of one's sense of their own learning. For example, how would I explain what I've learned to someone else? Was my explanation understood by the reader as I intended it to be? Since learning from and giving feedback is a key component, the instructor will provide extensive feedback on your exams, and in particular, your exam essays. It is expected that students read this feedback and incorporate the suggestions on subsequent writing assignments. Each writing assignment is designed to build upon previous assignments and feedback to improve the skills of writing and analysis throughout the course. Instructor feedback will also provide a model for a student in assessing their own, particularly by the time they must undertake the Final Exam essays at the end of the course.

How this assignment fulfills the GE ELOS: This essay assignment invites students to fulfill 1.1 and 1.2, as they critically examine how the tradition of classical literature (Homeric epics) relates to or aids in the retrieval of the archaeology of Bronze-Age Greece; the question requires students to undertake an in-depth examination of both literary traditions and the material culture of the Mycenaean world. It also invites students to fulfill 3.1 as students must describe the influence of an aspect of culture (the scientific discoveries of Troy and the Mycenaean palace centers) on our modern understandings of ancient Greece and classical literature; further it engages with 3.4 by asking students to also demonstrate awareness of the changes and continuities present in the material record from Bronze-Age to Dark-Age and Archaic Greece. Moreover, the practice of completing this assignment and receiving instructor feedback fulfills 2.2, as it affords students an opportunity to act as self-reflexive learners by incorporating such instructor feedback and learned analytical skills into their final course essays due in finals week.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the module that pertains to the source. Students are welcome to discuss their reactions to the primary sources and to other assigned reading with their peers, but the written response must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Artifact Paper (20% of final grade)

The Artifact Paper will be due by 11:59pm on Tuesday, Nov. 26th – the last day before the Thanksgiving/Indigenous Peoples holidays break. You will upload a paper, in a word or pdf file, to the appropriate assignment. Papers should be no less than two pages, formatted with 1-inch margins, Double-spacing, 12pt font. No heading is necessary on your paper. Carmen automatically labels your submission with your name. Please do not waste space with large paragraph gaps and other formatting tricks – this is easy to spot. While there is no limit on the maximum number of pages, papers that are under two pages will certainly lose points for lack of comprehensiveness.

For the paper, you will be analyzing a particular artifact of your choosing, which can be found in the online collection of the National Archaeological Museum at Athens, Greece: <https://www.namuseum.gr/en/collections>[Links to an external site.](#). The assignment, with greater clarification of the instructions and requirements, will be made available to you from Day 1 of the course, right up under the syllabus in the Course Information module, at the top of the course homepage. This is to ensure that you have the proper time to understand the requirements of the assignment and begin working on your paper or at least contemplating the assignment well before it is due.

While the assignment itself will contain clarified instructions and details, in general this project asks students to:

- 1) Describe an object using the archaeological and art-historical methods and terminology learned in our course
- 2) Relate the object to the topics, cultures, time-periods, and historical developments or trajectories examined throughout the course. Where does this object come from? What historical phenomenon does it exemplify or shed light on?
- 3) Discuss and analyze what the object can and cannot tell us about the particular culture it comes from, and why or how exactly it is able (or unable) to inform us. (This requires students to demonstrate understanding of the limits of material culture and archaeological interpretation).

How this assignment fulfills the ELO's:

This assignment naturally connects with 1.1 and 1.2 in that it requires students to conduct a more advanced examination or in-depth look at a particular object and connect this to prevalent course themes, topics, and archaeological methods. As such, the assignment should also aid with ELO 2.2 by offering students another opportunity to evaluate their own sense of how well they are learning the course's topics and technical information. Depending on the object selected by each student, the assignment can also connect with ELO's 3.1 and 3.2 in analyzing the impact of a "big idea" or technological advancement: inscriptional objects and other evidence for early forms of writing, for example, constitute valuable pieces of evidence for a crucial technology put to different use by various civilizations and their political, economic, and artistic endeavors/traditions.

Final Exam (20% of final grade)

Description: The Final Exam will consist of the same structure as the Midterm: one section of 5 image identifications, followed by one section containing a long essay question randomly selected. This Final Exam will draw only from the materials in the second half of the course, from Week 9 onward (roughly

pertaining to Roman civilization). So the image ID selections will come from the materials pertaining to Roman civilization, and the essay question will be drawn from a selection of several which students will be able to see beforehand. So again, students are able to prepare possible essay responses as much as they wish in advance. The goal is to get students to engage with the learning materials and put good effort into a critical analysis rather than a simple regurgitation of facts. Since students will know the potential essay questions in advance, a decent degree of sophistication, comprehensiveness, and analytical rigor will be expected.

Sample Final Exam essay question:

Answer the following question with a long essay response. Please make sure to make use of the evidence we looked at both in lectures and readings to support your arguments.

1. *Identify what you think are the components of Romanization or “Roman-ness” materially and culturally, using the evidence presented in both lectures and our readings. What makes someone or something “Roman” archaeologically speaking? You may select from any time period of Roman civilization (Archaic, Republic, or Empire), and you may wish to draw from different examples of types of person (Roman urban-dwellers, colonists, soldiery, etc.) to make your arguments. But establish what you think the basic cultural “kit” looked like, and importantly, note whether these features were homogeneous or might contain regionalizations and localizations. That is, was Romanization or Roman identity a monolithic identity? Or something with greater flexibility and diversity?*

This assignment fulfills the GE ELOS: This particular assignment invites students to complete ELO 2.2 by engaging in a process that invites reflection on the skills they have learned in examining long-term historical processes and in assessing primary sources throughout the semester. This assignment will also fulfill ELO’s 3.1, 3.4, and 4.1 by asking students to engage with a review of influential aspects of culture that we’ve examined, exploring changes and continuities to societies and their lived experiences over time, and demonstrating a recognition of the similarities and differences amongst the cultures and societies through the specific analytical lenses employed in this course. The essay also connects very directly with ELO 3.3 by asking students to explore the dynamics between dominant and sub-cultures, specifically the process through which Roman culture interacted with, absorbed, was influenced by, or was resisted by other sub-cultures in the process of the spread of Roman imperialism and colonialism. Within this context as well, students may also find opportunity to analytically connect with ELO 4.2, examining the extent to which categories of race, ethnicity, gender or other differences impact individual outcomes and experiences in Roman civilization.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the course. Students are encouraged to discuss their reactions to the book their peers, especially in the peer review session. The written response must be the student’s own original work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Late assignments

All assignments are due on Sundays at 11:59pm unless otherwise indicated in the syllabus. Please refer to Carmen for due dates. Late assignments may be accepted where there is a valid and, preferably documented, excuse and/or prior accommodations established (e.g. a student's registration with Disability Services or prior arrangement with the instructor). Please reach out to me if you anticipate any problems in submitting an assignment on time. I am happy to work with a degree of flexibility to ensure your success in this course.

- This course follows OSU policy regarding Covid-related accommodation. If you or a member of your household are impacted by Covid-19 this semester, please visit <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> to fill out the university's accommodation request form. We will make appropriate accommodations for your extended absence and recovery.
- If you experience an emergency this semester that necessitates an extended absence, please contact Dr. VanDerPuy or the lecturer for this course to discuss an Incomplete.

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

Instructor feedback and response time

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

- **Grading and feedback:** For weekly discussions, you can generally expect feedback within **7 days**. For any exams or essays, you can expect feedback within **10-14 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Please expect a longer response time on weekends and holidays.

Other course policies

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions or email correspondence as if you were writing a research paper, please remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into Carmen. I encourage you to save your works in progress often.

Email and Office Hours

Because this is an online class, we will communicate mostly by email. Students can expect at least one email from me every week. (To track our email correspondence, students may find it helpful to create a separate email folder, if possible.)

Offices Hours are Tuesdays and Wednesdays, 11:00am-12:00pm via Zoom. Weekly links provided in under the “Course Information” module at the top of the course home page.

I encourage you to stop by office hours if you have questions about your individual work. Office hours are a great time to talk with me about any aspect of the course and your interests in history. I’m here to support your learning, and I look forward to meeting you!

Academic Misconduct

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)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

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.

Program 60

If you are participating in Program 60, welcome! I invite you to participate in the course as much as you would like, including attending lectures, doing the readings, and participating in class discussions. You are welcome to do as much of the written assignments as you would like, but I am not able to offer individual feedback or grades on these assignments for Program 60 participants. If you would like, I would be happy to write a letter at the end of the term speaking to your overall performance and completion of the course. I encourage you to check in with me during the first two weeks of the semester regarding your plans for participation. Thank you for your interest in this course.

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](#))

Campus Free Speech policy

Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The [Campus Free Speech policy](#) adopted in May supports this commitment.

Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

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.

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 Greenville 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.

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

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. 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.

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.

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 with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Schedule

Week 1 (Aug. 20 - 25): The Development of Archaeology as a Discipline; Intro to Bronze-Age Aegean Civilizations

Reading:

- **Minoan and Mycenaean Civilizations (a brief historical background and overview, provided for you in the weekly module)**
- Whitley, Ch. 1
- Fagan, pgs. 4-34
- Excerpts from M. Bernal's *Black Athena* (provided in module)

Assignments:

- **Discussion and Reflection posts due by 11:59pm on Sunday the 25th**
- **Discussion Questions:** 1. Identify two examples of how the archaeology and excavating of the 19th century were problematic or unscientific. Make sure you explain exactly why each example could be considered problematic. 2. How did pseudo-science affect the early views of archaeologists and their theories of human progress and civilization? 3. Identify two of the methodological contributions that Flinders Petrie made to the discipline of Archaeology and explain how they helped advance the discipline scientifically.

Week 2 (Aug. 26 – Sept. 1): Minoan and Mycenaean Civilizations

Reading:

- **Selections from Homer's *Iliad* and *Odyssey***
- Whitley Ch. 2
- Fagan, 88-100

Assignments:

- **Quiz 1 opens 12am Friday, Aug. 30th and closes Sunday, Sept. 1st at 11:59pm**
- **Discussion posts due by Sunday, Sept. 1st at 11:59pm**
- **Discussion Questions:** 1. Identify two archaeological features common to all of the Mycenaean sites that were covered in Lecture 4, and give a brief description of that feature and its purpose or

characteristics. 2. Identify at least two features of, or pieces of evidence for, either Minoan or Mycenaean religion. This could be cult objects, cult locations, religious art, votive objects, or something else that you identify. But you must explain why the objects or features you selected could possibly be interpreted as "religious" in nature. 3. Why were Heinrich's Schliemann's methods of excavation so problematic/destructive for our understanding of the site of Troy? Give examples to support your points.

Week 3 (Sept. 2 - 8): The Collapse of Mycenaean Civilization and the Greek Dark Ages, 1100-800 BC

Reading:

- Whitley, Ch. 5 (pages 77-101)
- Fagan, 34-36

Assignments:

- **Discussion and Reflection posts due by 11:59pm on Sunday the 8th**
- **Discussion Questions:** 1. What aspects of the Homeric literature and myths might illustrate Bronze-Age realities, and what are the problems associated with using ancient literature for archeological purposes? 2. Why is so difficult to know what is going on during the Bronze-Age Collapse and the Greek Dark Ages? 3. What evidence do we have, materially, to illuminate the Greek Dark Age?

Week 4 (Sept. 9 - 15): The Greek Archaic Period, 750-480 BC

Reading:

- Whitley, Ch. 6, 7 and 8 (pgs. 102-194)
- Fagan, 225-29

Assignments:

- **Quiz 2 open from 12am Friday the 13th through Sunday the 15th at 11:59pm**
- **Discussion and reflection posts due by 11:59pm on Sunday, the 15th**
- **Discussion Questions:** 1. Identify and discuss how pottery changes from aniconic style in the Dark Ages (Early Geometric) to iconic and then full-scale narrative in the Archaic Period. Make sure to give examples of the changes. 2. Discuss what the "Orientalizing" phenomenon was in Greek art and sculpture and give at least two examples of it. Find one example from pottery and one example from sculpture. 3. What archaeological structures might one point to in identifying an emergent sense of Greek (or pan-Hellenic) identity during the Archaic Period? And what differentiates these from the preceding Mycenaean Era?

Week 5 (Sept. 16 - 22): From Archaic to the Classical Period

Reading:

- Whitley, Ch. 9 and Ch. 11 (pgs. 195-230 and 269-293)

Assignments:

- **Discussion and reflection posts due by 11:59pm on Sunday the 22nd**
- **Discussion Questions:** 1. Identify two examples of classical architecture in which we can see a mixing of at least two of the different "orders" (Doric, Ionic, or Corinthian) in Greek architecture, and make sure you explain which elements of the architecture/building can be classified as each particular order. 2. Pick two classical sculptures - either from temple friezes and pediments, or from the free-standing sculptures we looked at in lecture - and identify at least one aspect of each sculpture that you think makes it 'classical' in its style and aesthetic.

Week 6 (Sept. 23 - 29): The Classical Period of Greece

Reading:

- Whitley Ch. 12
- Article: Sarah Bond, 'Whiteness, Racism, and Color in the Ancient World'

Assignments:

- **Quiz 3 available from 12am Friday, the 27th to 11:59pm Sunday the 29th**
- **Discussion and reflection posts due by 11:59pm Sunday the 29th**
- **Discussion Questions:** 1. What is the definition of the term "classical"? Discuss the problems it creates for our interpretation of past cultures/civilizations. 2. According to Dr. Bond's article, how are our ideas surrounding race and ancient ethnicities and identities problematized by representations of classical sculptures in museums and classrooms?

Week 7 (Sept. 30 – Oct. 6): The Archaeology of Athens and Democracy

Reading:

- Whitley, Ch. 13

Assignments:

- **Discussion and reflection posts due by 11:59pm on Sunday, Oct. 6th**
- **Discussion questions:** 1. Identify two buildings, spaces, or monuments in Athens that can be connected with Athenian democracy and explain what function they served. 2. Select one particular building or monument from the Akropolis and 1) give a brief description of that building and 2) identify at least one notable or interesting architectural feature that is unique to that building. 3. Overall, how do you think civic architecture connects to civic involvement and/or identity? Could democracy have existed in Athens without these architectural structures?

Week 8 (Oct. 7 – 13): Midterm Exam, Mid-Semester Break

- **Midterm Exam open 12am Monday, Oct. 7th thru 11:59pm Wednesday the 9th**
- **No other lectures, readings, or assignments**
- **Mid-semester Break, Oct. 10 - 13**

Week 9 (Oct. 14 – 20): Archaic Italy, Etruscans and Early Rome

Reading:

- Boatwright et al., *The Romans: from Village to Empire*, pgs. 1-35 (provided for you in the weekly module)
- Excerpts of Livy on early Rome (provided in module)
- Early Latin inscriptions (provided in module)

Assignments:

- **Discussion and reflections posts due by 11:59pm on Sunday the 20th**
- **Discussion Questions:** 1. What aspects of Etruscan civilization – religious, cultural, political, and architectural – influenced the development of early Rome? 2. In what ways can we see the process of “synoecism” occurring at the site of Rome in the 7th-6th centuries BC? 3. What kinds of archaeological transitions are we talking about when we use the phrase, “from necropolis to acropolis?” What changes in the material record are we observing? 4. To what uses was the alphabet and writing technology put in the early Roman community?

Week 10 (Oct. 21 – 27): Roman Expansion: Archaeology of Roman Colonies

Reading:

- Article: E.H. Bispham, ‘*Coloniae deducere*: ‘How Roman was Roman colonization during the Middle Republic?’
- Article: G. Bradley, ‘Colonization and identity in Republican Italy’

Assignments:

- **Quiz 4 available from 12am Friday the 25th until 11:59pm on Sunday the 27th**
- **Discussion and reflection posts due by 11:59pm Sunday the 27th**
- **Discussion Questions:** 1. How did the archaeologists of the mid-20th century tend to characterize colonies throughout Italy during the Roman Republic’s expansion? 2. What changes to this model have Bispham and Bradley suggested? What are some of the problems associated with detecting “Romanization” archaeologically? 3. How does ethnicity relate to cultural identity? How did ethnic identity and language relate to “Roman-ness?”

Week 11 (Oct. 28 – Nov. 3): From Republic to Imperial Monarchy: The City of Rome in the Age of Augustus and the Julio-Claudian Emperors

Reading:

- The *Res Gestae* of the Emperor Augustus (provided in weekly module)
- Boatwright et al., *Romans: from Village to Empire*, Ch. 8 (provided in weekly module)

Assignments:

- **Discussion and reflection posts due by 11:59pm Sunday, Nov. 3rd**

- **Discussion questions:** 1. Name two monuments of the Augustan building program and connect them to the messaging/propaganda of the Augustan regime. How did these illustrate the claims Augustus wanted citizens to believe/understand about his rule? 2. How did the Augustan building program connect with Augustus' claims of "restoring the Republic again?"

Week 12 (Nov. 4 – 10): Daily Life in the Roman Empire/Cities, Roads, Aqueducts and Urbanism

Reading:

- Fagan, pgs. 14-15 on Herculaneum and Pompeii
- Excerpts of Vitruvius, *De Architectura* (provided in module)
- Boatwright et al., *Romans: from Village to Empire*, 347-86 (provided in module)

Assignments:

- **Quiz 5** available from 12am Friday the 8th until 11:59pm Sunday the 10th
- **Discussion and reflection posts due by 11:59pm Sunday the 10th**
- **Discussion questions:** 1. How were archeologists able to preserve the molds/casts of human bodies from Pompeii and Herculaneum? And how do these archaeological objects compare to other objects we've studied in terms of their ability to capture the past? 2. How do the excerpts of Vitruvius highlight the engineering achievements of Roman civilization? What do they demonstrate about Roman society and technology? 3. What forms did the architecture of entertainment take in the Roman Empire? How did these structure accommodate audiences?

Week 13 (Nov. 11 – 17): the Archaeology of Provinces and Legionary Forts

Reading:

- Fagan, 8-9, 142-144
- Campbell, *The Roman Army*, 1-61

Assignments:

- **Discussion and reflection posts due by 11:59pm on Sunday the 17th**
- **Discussion questions:** 1. Identify the key civic buildings and pieces architecture that one might find in an average/typical provincial city or town in the Roman Empire. 2. What elements of "Roman" life and technology were exported to the Roman military forts on the borders of the Empire? Cite examples from lecture and readings. 3. Inscriptions form a valuable piece of evidence that is both historical (literary) and archaeological (material). What kinds of information do the inscriptions in Campbell's source reader give us about individual Roman soldiers?

Week 14 (Nov. 18 – 24): Life in the Roman Legions: the case of inscriptions as archaeological evidence

Reading: Campbell, *The Roman Army*, 79-221

Assignments:

- **Quiz 6** available from 12am Friday the 22nd until 11:59 Sunday the 24th
- **Discussion and reflection posts due by 11:59pm Sunday the 24th**
- **Discussion questions:** 1. Continuing with our review of inscriptional evidence for the Roman army, what does the emperor Hadrian's speech to the troops at Lambaesis indicate about the relationship or link between emperor and soldiery? 2. How did the soldiery interact with civilians and with local life out at the margins of empire? Cite the testimony of inscriptional evidence to back up your points. 3. How was the soldiery utilized during peacetime? Again, cite the inscriptional evidence to support your points.

**November 25th – Dec. 4th: Thanksgiving/Indigenous Peoples Holidays
Break and Study Period**

Final Exam open from 12am Friday, Dec. 6th – 11:59pm Sunday the 8th

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

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

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

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

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

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.

Over the duration of this course, we will be covering the art and archaeology of ancient Greek and Roman civilizations, though reference to the other civilizations of the Mediterranean and Near East will also be made throughout the course. It is impossible to understand the ancient Greek and Roman societies without understanding of the broader context and cultures of the Mediterranean world in which these civilizations arose. As a result, while this course focuses on the traditions and cultures of Greece and Rome, it will also work to situate within the larger near eastern and Mediterranean-wide traditions and historical transitions that characterized the region and its peoples from the Bronze Age to the end of Antiquity (c. 500 AD). Students will be introduced to both the history of archaeology, as a discipline, and the tools, methods, and theories of archaeology, as a science. Along the way, students will also gain an understanding of the important finds, artefacts, excavations, and controversies that pertain particularly to the development and progression of Greek and Roman archaeology. Lastly, students will also come to understand how the archaeological record is used to construct histories of past societies and how it interacts with other disciplines such as Classics, Linguistics, and Art History.

This course seeks to provide students with a deeper understanding of both the traditions, cultures, and transitions of the world of classical antiquity, on one hand, and of the history and traditions of the very discipline of Classical Archaeology, on the other hand. While students are introduced to the primary materials, methods, and cultures of the ancient Mediterranean; they are also introduced to the origins and development of archaeology as a science itself in the 19th-20th centuries and in post-Enlightenment thought traditions. As a result, they will become familiar with both the material cultures and traditions of the ancient past, but also with some of the cultural and intellectual traditions (and controversies) of the modern, post-Enlightenment scientific age. This two-pronged focus—on both Mediterranean history, and the history of modern archeological science—allows us to problematize contemporary, trite and popularized ideas about the world of Antiquity, and furnish students with properly contextualized views of the ancient Mediterranean, its peoples, and their cultural contributions to the our modern society. The course helps students to think about complexly about topics such as race and ethnicity in the deep past and their connection to modern identities; cultural appreciation vs. appropriation; collective heritage vs. cultural hegemony/imperialism; scientific inquiry vs. pseudo-science.

enter text here)

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

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

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

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

ELO 1.1 <i>Engage in critical and logical thinking.</i>	Goal 1: Students will develop skill in critical and logical thinking through the analysis of primary sources and the completion of written essays. Textbook readings, from an Intro to Archaeology primer to Greek Archaeology and Roman inscriptions, will equip students with understanding of the broad debates, controversies, finds, advancements, and theories in the field of classical archaeology. Short answer identification questions on exams, as well as long-form essays on exams will require students to display critical thinking and deploy logical arguments to address some of the prominent developments and trends introduced in the course. These examination questions are intended to develop students’ understandings of the field beyond the merely regurgitative and into a fuller appreciation of the complexities surrounding the ways in which the archaeological/material record can (and cannot) illuminate the classical past.
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ELO 1.2 <i>Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</i>	<p>Our course study will be advanced because we will read and analyze challenging primary source material and short essays by historians that returns repeatedly to the themes of citizenship, justice, and diversity. Each week we will also focus on guiding questions concerning the cultures and transitions examined in lectures and readings, which will form the basis of our weekly discussion forums.</p> <p>Sample discussion questions:</p> <ol style="list-style-type: none">1. How did pseudo-science affect the early views of archaeologists and their theories of human progress and civilization?2. Identify two of the methodological contributions that Flinders Petrie made to the discipline of Archaeology and explain how they helped advance the discipline scientifically.3. According to Dr. Bond's article, how are our ideas surrounding race and ancient ethnicities and identities problematized by representations of classical sculptures in museums and classrooms?
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<p>ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i></p>	<p>Students will explore different approaches to the material history of societies in the classical world, including political history, economic history, military history, religious history, social history, and cultural history. The course examines materials from human burials, to weaponry, to trade tablets, to early writing technology, to the architecture of palace centers, communications, temples, roads and shipping, and trade more largely. In examining such materials, students are led to ask challenging questions about how we identify objects, characterize them, and how well the material record can “speak” to us about past “classical” and ancient civilizations. All archaeological artefacts and materials are set against a larger historical backdrop and narrative of the civilizations covered in this course, from the Bronze-Age Near East, to Mycenaean and Classical Greece, to Archaic, republican and imperial Rome.</p> <p>Discussion questions are designed to examine the process through which Archaeology became a discipline, including the methodological and technological developments in the 19th and 20th centuries. Numerous forms of scientific analyses and technologies are highlighted, as are the intellectual developments that characterized Archaeology’s earliest days in the 19th century.</p> <p>Students will complete an “Artefact Paper” towards the end of the course in which they can deploy their newly budding skills as amateurs archaeologists, examining a specifically selected museum item of their choice, and utilizing the various methods of object identification and analysis taught in the course.</p> <p>Lectures, discussions, and exam essays will also require students to display understandings of the different ways that archaeological materials can be used to answer historical questions about the past which remain vexing to historians today; questions will also require students to show an awareness of the different historical lens or approaches that we use to understand a civilization long-term, and to critically examine its own particularly salient features.</p>
<p>ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>	<p>The exam essay questions in this course in particular encourage students to reflect on the information and approaches learned in lectures, to think about what they have read and studied as a body of evidence, and to apply this learning to critical thinking assignments. Feedback on these assignments also serves to guide students forward towards stronger understandings of the material and ideas.</p> <p>Weekly discussion forums offer a crucial vehicle as well for self-critical reflection and interactive reflection with their peers. Such discussion forums also foster a sense of community and group learning amongst students.</p> <p>As well, the Artefact Paper requires students to reflect on some of the methodological skills or approaches that they have learned throughout the course, and to apply them to the analysis of a single object of their own choosing. This paper encourages students to not just understand the ways in which professional archaeologists have applied particular techniques and methods to the study of objects, but to actually “have a go” at this process themselves, and thus to solidify a better understanding of their own abilities in this particular context of archaeological work and study.</p>

	On the whole, feedback for both discussion analysis, the midterm exam questions/essays will help students to understand the effectiveness of their writing and analytical style and to apply such feedback, advice, and instructor critique to their final exam essay in particular.
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Goals and ELOs unique to Traditions, Cultures, & Transformations

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

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<p>This course looks at the influence of cultural aspects on both historical and contemporary issues: early on, we examine how scientific discoveries, methods, and technologies shaped the formation and development of Archaeology as a discipline in our contemporary, modern period. In addition, students are also introduced the ways in which European imperialism and colonialism affected the origins of the discipline, the articulation and definition of the term “classical”, and the problematic ways in which the antiquities of the past were appropriated and relocated to the benefit and/or detriment of modern peoples, nations, societies, etc.</p> <p>The course also looks heavily at the religious and institutional evidence for the societies of the ancient Mediterranean world, examining Mycenaean palace centers as administrative hubs of international trade, early Greek temple-building and the formation of Hellenic identity, and the archaeology of democracy in Athens and the Athenians’ sense of self-understanding and epistemology.</p>

<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>The course also examines the impact and use of writing systems as a technology (particularly the adoption of the Phoenician alphabet) in both the Greek and Roman worlds; additionally, we look at archaeological evidence for the emergence of the <i>polis</i> (city-state) system or civic matrix that conditioned the circumstances of both Greece and central Italy in the Archaic Period.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Our examination of the archaeology of both Greek and Roman forms of colonization includes analysis of the interplay and relational dynamics between so-called dominant and sub-cultures, with our course placing particular emphasis on the two-way process of cultural influence and borrowing.</p> <p>See the sample final exam essay question listed in the syllabus under the Final Exam assignment description.</p> <p>As well, students are required to read an article by a modern scholar critiquing the idea of color-blindness in our understandings of classical antiquity, represented by the most common experience of classical sculptures as unpainted and lacking in their true colors. This essay requires students to think about how we conceptualize and colonize the past with our own assumptions or mistaken views, often taking the “whiteness” of classical sculpture for granted and failing to recognize the diversity of color in the classical world.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>Perhaps the best example of how this course meets ELO 3.4 is in the study and examination of the pottery sequence for ancient Greece. Students are taught to recognize the definitive characteristics, shapes, and styles that mark the change in pottery production over the course of the Greek Archaic to Classical periods – from Geometric and Aniconic forms all the way through more ornate and detailed Black and Red Figure wares with iconic and narrative features and designs. Students are also introduced to the progression and development of archaic and classical forms of Greek architecture, from early temples to the administrative buildings of democratic Athens.</p> <p>Exam <u>image identifications</u> will test students’ comprehensions of these archaeological sequences and ask them to apply them historical trends and transitions.</p>

<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>The course's introductory focus on the emergence of the discipline of archaeology during the period of European imperialism and colonialism highlights the ways in which the classical past, its traditions, antiquities/treasures, and associated benefits (ideological, cultural, material or other) were unfairly and disproportionately appropriated by some societies, to the detriment of others. Students learn how this process created modern disparities, biases, and forms of prejudice that still animate our societies and geopolitical realities today.</p> <p>Lastly, and broadly speaking, the course tends to use the archaeological record in general to understand how societies constituted themselves institutionally, commercially, and politically – including differences in hierarchy, status, gender, and ethnicity – whether we are learning about the Bronze-Age palace centers of the Mediterranean, the <i>polis</i> (city-state) system of classical Greece, or the republican and imperial societies of Rome.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Students will examine the formation of a homogenous Greek ethnic identity in so far as the archaeology of burials, temple foundations, the adoption of writing, and trade objects allows. The latter half of the course examines, both through a look at Roman colonization, as well as Roman daily life and legionary life, how the processes associated with “Romanization” affected individuals’ experiences of the Roman geographic, cultural, and civic worlds.</p> <p>Readings from the textbook of Roman inscriptions help to illuminate the variety of lived experiences and perceptions of differences between Roman citizens, provincials, soldiers and civilians, Roman and non-Roman.</p> <p>See as well above, ELO 3.3, for a description of required reading on classical sculpture, figural representation and color and diversity in how we see the classical past.</p>