

Term Information

Effective Term Summer 2026

General Information

Course Bulletin Listing/Subject Area Near Eastn Lang and Cultures
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3535
Course Title Ancient Economies
Transcript Abbreviation Ancient Economies
Course Description Most do not realize that millions of ancient sources survive from the second and first millenniums BCE. In this course, students will read and comment on discussions and theories of ancient economies, engage in economic data collection by learning complex spreadsheet analysis, and integrate artificial intelligence (AI) into a research workflow.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: completion of GE Foundation Writing and Information Literacy course.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1199
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments; Research Seminar

Course Details

Course goals or learning objectives/outcomes

- Successful students will learn transferable skills that are pragmatic and valuable for their own majors, minors, and future careers. This course will provide a venue for students to:
- Understand the diversity of the political systems in the ancient Mediterranean and the ancient Near Eastern. Understand the place of social institutions in the lives of ancient peoples.
- Discover the diversity of economic language cross-culturally as well as its structural similarities. Learn to ask critical questions of academic scholarship and social history.
- Develop proficiency in the use and analysis of spreadsheets and data. Practice the responsible use of artificial intelligence (AI) in a collegiate setting.

Content Topic List

- 1.1 Introduction to the study of ancient economies. Engage in critical and logical thinking about how ancient texts reflect human-environment interactions through economic behavior and institutional practices.
- 1.2 Ancient Mesopotamia: a history. Conduct an in-depth, scholarly exploration of how early state structures responded to environmental constraints and shaped economic transformation over time.
- 2.1 Overview. Meso, Egypt, Phoenician. Identify and synthesize diverse approaches to understanding how different ancient cultures adapted to and impacted their physical and economic environments.
- 2.2 Overview cont'd. Meso, Egypt, Phoenician. Describe how social institutions evolved in response to environmental pressures and shaped behaviors, values, and systems of exchange.
- 3.1 Taxation. The Achaemenid Empire. Engage with the complexity of imperial administration by inspecting taxation as a mechanism for managing resource flows across diverse environments.
- 3.2 Taxation. The Achaemenid Empire. Describe examples of economic control and labor organization that reveals patterns of human adaptation to large-scale environmental governance.
- 4.1 Taxation. The Achaemenid Empire. Analyze how tax records reflect beliefs and values about state authority, economic justice, and the human role in maintaining environmental systems.
- 4.2 Data collection and analysis. Demonstrate a developing sense of self as a learner by building data analysis skills to interpret historical economic practices and their environmental impacts.
- 5.1 Workflows and Research Objectives. Reflect on how digital tools and scholarly workflows help us critique conventional models of ancient environments and economies.
- 5.2 Status in the 'Burbs. Case Study: Judeans in Babylonia. Inspect the lived environments of exiled populations and analyze how their social status influenced and was influenced by their economic surroundings.
- 6.1 Status in the Colonies. Case Study: Judeans in Egypt. Engage with human-environment interaction in diasporic settings by exploring how minority communities negotiated identity through economic roles.
- 6.2 Too Big to Fail. The Murašu Firm. Describe how large private enterprises navigated environmental, political, and legal landscapes and transformed regional economies.
- 7.1 Business Men in Political Control: The Bīšunu Firm. Analyze how commercial elites shaped both economic environments and ideological discourses surrounding wealth and authority.
- 7.2 Midterm. Reflect on and synthesize knowledge gained to date, demonstrating critical thinking about ancient environments and economic change.
- 8.1 Dear sir. Extracting economic data from epistolary forms. Identify and interpret how personal correspondence reveals everyday experiences of environmental management and labor systems.
- 8.2 False Facts. Interpreting Royal Inscriptions and Ideological narratives. Critique ideological narratives in royal texts and evaluate how they represent environmental control and economic authority.
- 9.1 Building Social Networks. Engage with the uncertainty of reconstructing historical relationships and explore how social structures shaped lived environments.
- 9.2 Building Commodity and Concept Networks. Analyze how goods and ideas moved across space, transforming human perceptions and representations of the environment.
- 10.1 Taris. Describe human impact on economic infrastructures and examine how border control and taris shaped regional environmental change.

- 10.2 Taris in Port Cities. Explore interactions between built environments and economic behavior through case studies of ancient port cities and their regulatory systems.
- 11.1 Fiscalilty, Data Crunching, and Historical Narrative: Practical Matters. Synthesize spreadsheet-based analysis with scholarly interpretation to reflect on how data informs our understanding of past environments.
- 11.2 Coinage. Inspect how the invention of coinage changed perceptions of value, exchange, and social relationships in dierent cultural environments.
- 12.1 The Mediterranean Market Economy in Historical Perspective. Engage with theories of market development and critique ideological frameworks that shape historical narratives of economic integration.
- 12.2 Laundry Contracts. Describe how mundane labor documents reflect the transformation of urban environments and the structuring of everyday life.
- 13.1 The Case of Bactria. Conduct a scholarly exploration of a marginal region to understand how imperial reach and local adaptation reshaped environmental experiences.
- 13.2 Global Economy: India and the Mediterranean. Analyze economic and cultural connections across vast geographies and explore how human-environment interactions were globalized in antiquity.
- 14.1 Anatolia and the Agaeen. Detail how inscriptions and built environments represent complex perceptions of landscape, economy, and political identity.
- 14.2 Class summary
- Final: Submit final report by the end of the scheduled final exam lesson.

Yes

Sought Concurrence

Attachments

- NELC 3535 - Ancient Economies.pdf
(Syllabus. Owner: McDonald, Carrie)
- NELC 3535_submission-lived-environments.pdf
(Other Supporting Documentation. Owner: McDonald, Carrie)
- NELC 3535 Research and Creative Inquiry Course Inventory.pdf
(Other Supporting Documentation. Owner: McDonald, Carrie)
- Concurrence email 11.12.pdf: updated
(Concurrence. Owner: McDonald, Carrie)
- NELC 3535 - Ancient Economies - 25-11-05.pdf: updated
(Syllabus. Owner: McDonald, Carrie)

Comments

- Please see feedback email sent to department 10-27-2025 RLS *(by Steele, Rachel Lea on 10/27/2025 07:26 PM)*
- Thanks for the feedback. I have uploaded the additional documentation. Could we wait to submit the curriculum map when we submit everything for our major overhaul for SB1? This course won't be taught for at least a year. *(by McDonald, Carrie on 10/03/2025 03:51 PM)*
- - If this course will be able to count in one of your majors, please provide an updated curriculum map.
- Since it is a 4-credit course, it probably is requesting a high impact practice status. However, none is checked off on the form in curriculum.osu.edu and the completed form available on the website of Undergraduate Education has not been uploaded. <https://ugeducation.osu.edu/academics/general-education-ge/ge-course-submission> *(by Vankeerbergen, Bernadette Chantal on 10/02/2025 11:42 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McDonald, Carrie	08/20/2025 10:58 AM	Submitted for Approval
Approved	Brenner, Naomi	09/30/2025 03:06 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/02/2025 11:43 AM	College Approval
Submitted	McDonald, Carrie	10/03/2025 03:51 PM	Submitted for Approval
Approved	Brenner, Naomi	10/03/2025 04:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/06/2025 10:06 AM	College Approval
Revision Requested	Steele, Rachel Lea	10/27/2025 07:26 PM	ASCCAO Approval
Submitted	McDonald, Carrie	11/13/2025 04:24 PM	Submitted for Approval
Approved	Brenner, Naomi	11/14/2025 09:13 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/14/2025 09:21 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/14/2025 09:21 AM	ASCCAO Approval

Ancient Economies

Class Number NELC 3535

Meeting: Lessons M/W 2:20-3:40 p.m., F 12:40-1:35 p.m. | 4 units | Graded A-E | In Person

GEN Theme: Lived Environments

James D. Moore | moore.5089@osu.edu | Hagerty Hall 319
Office hours: W/F 2:15–3:30PM and by appointment.

Prerequisite: completion of GE Foundation Writing and Information Literacy course.

Course Description

Most do not realize that millions of ancient sources survive from the second and first millenniums BCE. The vast majority of these sources are administrative, legal, and economic sources through which the modern scholar can reconstruct the past. From entrepreneurial business to imperial colonial investment, the texts document ancient life's mundanity, such as dry cleaning receipts, as well as its complexity, such as revealing the debt cycles or class disparities in cities and state. The economic history of the ancient Mediterranean and ancient near East includes developments that directly lead to our society, such as the use of fungible currency and the development of coinage to facilitate vast market economies. The content of this course will engage, political and religious history throughout the semester. In this course, students will read and comment on discussions and theories of ancient economies, engage in economic data collection by learning complex spreadsheet analysis, and integrate artificial intelligence (AI) into a research workflow.

In the Classroom

Students will attend the weekly lessons, which blend lecture, discussion, and hands on practiums. In nearly each lesson, students will work in small groups/breakout sessions, as well as participate in a larger discussion that allows them the chance to fine-tune close reading, deduction, and reasoning skills. During task-lessons, students will engage in small predesignated research groups.

How to Succeed in this Class

- Attend.
- Come to class prepared.
- Expect to participate.
- Be open to new ideas. Grappling with challenging new information is the best road to learning.
- Don't procrastinate.
- Treat others in the class respectfully. If something challenges your understanding, respond respectfully and professionally to that challenge.

Teaching Philosophy

Please read my teaching philosophy found on Carmen.

Communication

Note that CARMEN does not forward emails composed and sent through the Carmen "Inbox" to professors' email addresses. For this reason, email communication must occur directly with my email address, moore.5089@osu.edu, using your email client.

Objectives and Outcomes

Specific

Successful students will learn transferable skills that are pragmatic and valuable for their own majors, minors, and future careers. This course will provide a venue for students to:



- Understand the diversity of the political systems in the ancient Mediterranean and ancient Near Eastern.
- Understand the place of social institutions in the lives of ancient peoples.
- Discover the diversity of economic language cross-culturally as well as its structural similarities.
- Learn to ask critical questions of academic scholarship and social history.
- Develop proficiency in the use and analysis of spreadsheets and data.
- Practice the responsible use of artificial intelligence (AI) in a collegiate setting.

General Education

GE Education Goals and Expected Learning Outcomes

This course meets the requirements for the THEMES category: Lived Environments.

The university's goals for this category are:

- Inspect Lived Environments at a more advanced and in-depth level than in the Foundations component.
- Integrate approaches to understanding lived environments 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.
- Explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- Analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

The university's expected learning outcomes (ELO) for fulfilling these requirements are as follows:

- Engage in critical and logical thinking about the topic or idea of lived environments.
- Conduct an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.
- Identify, describe, and synthesize approaches or experiences as they apply to lived environments.
- 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.
- Engage with the complexity and uncertainty of human-environment interactions.
- Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- Inspect how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- Detail how humans perceive and represent the environments with which they interact.
- Analyze and critique conventions, theories and ideologies that influence discourses around environments.

How this course fulfills the expected learning outcomes:

This course fulfills its learning outcomes by situating students in the midst of interdisciplinary analysis that links historical evidence with methodological training and contemporary tools. Through close reading of primary economic, legal, and administrative texts from the ancient Mediterranean and Near East, students encounter a wide spectrum of human-environment interactions—ranging from local business activity to imperial economic planning—and explore how those environments were managed, imagined, and recorded. By analyzing the material and documentary traces of economic life, students deepen their understanding of social institutions, political systems, and the embeddedness of economic behavior in lived environments. They also gain insight into how ancient peoples structured their worlds, made decisions, and responded to constraints, offering a historical lens for evaluating how human systems evolve in tandem with physical, social, and ideological environments.

In addressing both the Specific Objectives and the Lived Environments GE outcomes, the course fosters critical and logical thinking by having students interrogate the assumptions and arguments found in scholarly literature on ancient economies. It also prompts students to synthesize multiple perspectives—historical, economic, political, and technological—while applying out-of-class skills, such as spreadsheet analysis and responsible AI use, to in-class research challenges. By engaging with evidence of economic transformation and inequality over time and across space, students explore environmental change not only in terms of climate or



agriculture, but also in terms of labor systems, colonial structures, and shifting cultural representations. In this way, students not only learn to analyze the complexity and uncertainty of ancient human-environment interactions, but also reflect on the connections between ancient economies and their own lived experience in a globalized, data-driven world.

Course Materials

All course materials will be available on Carmen. Students are encouraged to purchase any works they feel will contribute to their own libraries.

Students must come to class with a device that uses a keyboard and have access to their preferred spreadsheets software at all times. The university would recommend Microsoft Excel, but Mac Pages or Google Sheets will be allowed.

Course AI. The course has its own AI Bot, which is trained on information and data specific to this course's content. This is the only approved AI bot that you are to use for your work and assignments in this course.

Grading and Requirements

Research Groups

From week 3, you will be assigned a research group in which you will complete your tasks for the rest of the semester.

Midterm (15%)

In order to assess your progress, there will be a midterm on Carmen that covers both content from the lectures/discussions and techniques/practices learned in the task-lessons. The midterm will be held between weeks 6–8, depending on the course's development in a given semester.

Case Study Write Ups (7% each = 35%)

Students will practice their analytical writing skills in preparation for the final report by submitting 5 one-page summaries that describe the salient features of a class lecture/discussion and its readings.

Final Report: An Economic History of your Dataset (30%)

The objective of the course is to write a 5 page expository economic history of the dataset you had been compiling and analyzing in your groups. See Carmen for specifics.

- Final Report with Complete "Database" of spreadsheets. (20%)
- Reflection on the building the "Database." (5%)
- Evaluation of peers in your group and those from Week 13. (5%)

Attendance (20% or E-grade for the course)

Attendance is required. There are approximately 42 meetings in this course. A student may not miss more than 5 lectures/discussions and 2 task-days.



Class Schedule

Wk.	Date	Topics	Readings/Tasks	ELO Connection
1.1		Introduction to the study of ancient economies.		Engage in critical and logical thinking about how ancient texts reflect human-environment interactions through economic behavior and institutional practices.
1.2		Ancient Mesopotamia: a history.	Van De Mieroop, "Economic Theories and the Ancient Near East"	Conduct an in-depth, scholarly exploration of how early state structures responded to environmental constraints and shaped economic transformation over time.
1.3		Introduction to Field Specific Software	Task Week 1.	Students engage in critical and logical thinking about lived environments by exploring the digital tools scholars use to analyze ancient economic and social systems.
2.1		Overview. Meso, Egypt, Phoenician.	Tisdell and Svizzero, chap. 12–13.	Identify and synthesize diverse approaches to understanding how different ancient cultures adapted to and impacted their physical and economic environments.
2.2		Overview cont'd. Meso, Egypt, Phoenician	Tisdell and Svizzero, chap. 12–13.	Describe how social institutions evolved in response to environmental pressures and shaped behaviors, values, and systems of exchange.
2.3		Spreadsheet Basics.	Task Week 2.	Students develop a foundational understanding of how structured data analysis supports scholarly exploration of human-environment interactions and economic life.
3.1		Taxation. The Achaemenid Empire.	Kleber, "Taxation," Part 1	Engage with the complexity of imperial administration by inspecting taxation as a mechanism for managing resource flows across diverse environments.
3.2		Taxation. The Achaemenid Empire.	Kleber, "Taxation," §5–9	Describe examples of economic control and labor organization that reveal patterns of human adaptation to large-scale environmental governance.
3.3		Research Group Interviews.	Task Week 3.	Students synthesize interpersonal and collaborative approaches to research by identifying how diverse perspectives enhance the study of lived environments.
4.1		Taxation. The Achaemenid Empire.	Kleber, "Taxation," §10–15.	Analyze how tax records reflect beliefs and values about state authority, economic justice, and the human role in maintaining environmental systems.
4.2		Data collection and analysis	Farina et al, "When Data Meets the Past."	Demonstrate a developing sense of self as a learner by building data analysis skills to interpret historical economic practices and their environmental impacts.
4.3		Building Qualitative Spreadsheets.	Task Week 4.	Students analyze and represent the complex relationships between humans and their economic environments through the creation of qualitative data frameworks.
5.1		Workflows and Research Objectives.	Moore, "Teaching Digital Editions." Pirngruber, "Economy of Late Achaemenid and Seleucid Babylonia."	Reflect on how digital tools and scholarly workflows help us critique conventional models of ancient environments and economies.
5.2		Status in the 'Burbs. Case Study: Judeans in Babylonia	Pearce, "Cuneiform Sources." Selected texts from CUSAS 28 on CARMEN.	Inspect the lived environments of exiled populations and analyze how their social status influenced and was influenced by their economic surroundings.
5.3		Structuring Your Data.	Task Week 5.	Students engage with the complexity of human-environment interactions by designing data structures that reflect the organization of ancient social and economic systems.
6.1		Status in the Colonies. Case Study: Judeans in Egypt	Moore, <i>Aspects of Judean Life</i> , chaps. 7–8.	Engage with human-environment interaction in diasporic settings by exploring how minority communities negotiated identity through economic roles.
6.2		Too Big to Fail. The Murašu Firm	Stolper, <i>Entrepreneurs</i> , chap. 1 and selected texts therein.	Describe how large private enterprises navigated environmental, political, and legal landscapes and transformed regional economies.
6.3		Data Input 1.	Task Week 6.	Students demonstrate a developing sense of self as learners by refining data collection methods and collaboratively managing uncertainty in interpreting ancient evidence.



Class Schedule

Wk.	Date	Topics	Readings/Tasks	ELO Connection
7.1		Business Men in Political Control: The Bēlšunu Firm.	Stolper, "Babylonian Enterprise."	Analyze how commercial elites shaped both economic environments and ideological discourses surrounding wealth and authority.
7.2		Midterm	Study.	Reflect on and synthesize knowledge gained to date, demonstrating critical thinking about ancient environments and economic change.
7.3		Data Input 2.	Task Week 7.	Students demonstrate a developing sense of self as learners by refining data collection methods and collaboratively managing uncertainty in interpreting ancient evidence.
8.1		Dear sir. Extracting economic data from epistolary forms.	Levavi, <i>Administrative Epistolography</i> , chap. 4 and selected texts therein.	Identify and interpret how personal correspondence reveals everyday experiences of environmental management and labor systems.
8.2		False Facts. Interpreting Royal Inscriptions and Ideological narratives.	Sennacharib 22; 1 Kings 18–21.	Critique ideological narratives in royal texts and evaluate how they represent environmental control and economic authority.
8.3		Data Input 3.	Task Week 8.	Students demonstrate a developing sense of self as learners by refining data collection methods and collaboratively managing uncertainty in interpreting ancient evidence.
9.1		Building Social Networks.	Bamman et al, "Inferring Social Rank."	Engage with the uncertainty of reconstructing historical relationships and explore how social structures shaped lived environments.
9.2		Building Commodity and Concept Networks.	Ibáñez et al, "Developing a Complex Network Model."	Analyze how goods and ideas moved across space, transforming human perceptions and representations of the environment.
9.3		Data Input 4.	Task Week 9.	Students demonstrate a developing sense of self as learners by refining data collection methods and collaboratively managing uncertainty in interpreting ancient evidence.
10.1		Tariffs.	Parmenter, <i>Racialized Commodities</i> , Chap 1 and The Ahiqar Palimpsest on Carmen.	Describe human impact on economic infrastructures and examine how border control and tariffs shaped regional environmental change.
10.2		Tariffs in Port Cities.	Marseille Carthaginian Tariff Text; Cypriot Tariff Texts.	Explore interactions between built environments and economic behavior through case studies of ancient port cities and their regulatory systems.
10.3		Data Analysis 1, Prosopography.	Task Week 10.	Students conduct in-depth scholarly exploration of social networks to understand how human interactions shaped economic and political environments in antiquity.
11.1		Fiscality, Data Crunching, and Historical Narrative: Practical Matters.	Selections on Carmen from Jursa, <i>Aspects</i> .	Synthesize spreadsheet-based analysis with scholarly interpretation to reflect on how data informs our understanding of past environments.
11.2		Coinage	Colburn, "Role of Coinage."	Inspect how the invention of coinage changed perceptions of value, exchange, and social relationships in different cultural environments.
11.3		Data Analysis 2, Commodities and Concepts.	Task Week 11.	Students analyze the movement of goods and ideas to inspect how human economies influenced environmental and cultural transformation across time and space.
12.1		The Mediterranean Market Economy in Historical Perspective.	Quinn, <i>In Search</i> , chap. 6.	Engage with theories of market development and critique ideological frameworks that shape historical narratives of economic integration.
12.2		Laundry Contracts.	Waerzeggers, "Neo-Babylonian Laundry."	Describe how mundane labor documents reflect the transformation of urban environments and the structuring of everyday life.
12.3		Data Analysis 3, Fiscality.	Task Week 12.	Students critically engage with theories of value, debt, and exchange to describe how human interactions with material environments produced enduring economic patterns.
13.1		The Case of Bactria.	Naveh and Shaked, <i>Ancient Documents</i> , Introduction and selected texts therein.	Conduct a scholarly exploration of a marginal region to understand how imperial reach and local adaptation reshaped environmental experiences.

**Class Schedule**

Wk.	Date	Topics	Readings/Tasks	ELO Connection
13.2		Global Economy: India and the Mediterranean	Magee et al, "Achaemenid Empire in South Asia."	Analyze economic and cultural connections across vast geographies and explore how human-environment interactions were globalized in antiquity.
13.3		Structuring your paper.	Task Week 13.	Students reflect on their learning and synthesize approaches across disciplines to communicate how data-driven analysis reveals human-environment dynamics in the ancient world.
14.1		Anatolia and the Aegean.	Dönmez and Erdoğan, "Xanthos." and Xanthos inscription on Carmen.	Detail how inscriptions and built environments represent complex perceptions of landscape, economy, and political identity.
14.2		Class summary	Work on your paper.	
14.3		Software Review.	Work on your paper.	
Final			Submit final report by the end of the scheduled final exam lesson.	

Weekly Tasks

Weekly tasks are class lessons that are guided by the instructor and designed to give the students hands on experience with discipline specific digital methodologies. The lessons are structured to imitate an actual research lab's environment. In complete tasks will be considered homework and are to be finished with in a day.

Week 1. Introduction to Field Specific Software.

Guided tour of software used in ancient studies.

Week 2. Spreadsheet Basics.

Ask the course's AI to write you an introduction to spreadsheet basics using the course's "Task1" sample data and your preferred spreadsheet application. Ask the AI to provide approximately 30 minutes worth of step-by-step learning exercises that teaches you what basic cellular datatypes are and how they are used, sort and organizing functions and why they are important, basic formulas for summation and averages, how and why transposing data might be valuable, and how and when to use different sheets. You will submit on CARMEN the following in one pdf file: the carefully crafted instructions that you fed the AI, its exercises with a one sentence description for each major step in which you describe its (in)efficacy, and a short summary describing what you have learned.

Week 3. Research Group Interviews.

You will interview each other for 1-2 minutes, round-robin style, in order to rank who you would like in your research group for the rest of the semester. You will be provided with a class roster (spreadsheet) and make a name tag. Instructions to prepare for the lesson before attending are on CARMEN. During the task, you will numerically rank every person in the course, and supply a word or phrase for each describing their potential strength. Instructions for ranking will be given before the lesson and depends on the number of enrollments. The instructor will then ask the AI to organize the class into research groups based on your input.

Week 4. Building Qualitative Spreadsheets.

In your group, build a concept map and spreadsheet that extracts the essential elements from Kleber's discussion of the economic and taxation systems of Achaemenid Babylonia. You should focus on dividing the labor among yourselves. Discuss with your group your potential objectives in your final report.

Week 5. Structuring Your Data.

Make sure you have skimmed your dataset before the lesson. You will have been assigned your group's dataset of a few hundred related documentary sources. In this task you must work with your group to determine the structure and workflow for your group's data collection. The objective is to build your basic spreadsheet, both the object description sheet and the object's content sheet.

Weeks 6–9. Data Input.

The tasks for these weeks will give you time to meet with your group to adjust your spreadsheets, correct your data input, and fine-tune your workflow. By the end of week 8, all of your data should be in your spreadsheets. Guidance for curating data will be given on CARMEN.

Week 10. Data Analysis 1, Prosopography.

Consider the model you read in Moore, *Aspects*, chap. 7. The objective of this task is to organize a complete social network, using quantitative analysis, then to provide qualitative interpretations of major or unique nodes. Use the course's AI, to generate a social network graph.

Week 11. Data Analysis 2, Commodities and Concepts.

Consider the model you read in Moore, *Aspects*, chap. 8. The objective of this task is to organize a complete network of products and/or concepts, using quantitative analysis, then to provide

qualitative interpretations of major or unique nodes. Use the course's AI, to generate a network graph of the commodities or concepts.

Week 12. Data Analysis 3, Fiscality.

Using formulas and the previous week's data, calculate expenses, debts, payment, etc. (over time when possible) in a new sheet. Use the course's AI to help assist you.

Week 13. Structuring your paper.

This week you will meet with a peer from another group. For 20 minutes you will present your dataset with your peer following the instructions supplied on CARMEN. The peer will reiterate to you the major points and ask questions. You should take notes of the peer's reiterated outline and questions. These will help you write a clear and comprehensible final report.

Bibliography

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Academic Policies

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Disability Services

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.

Triggers and Tolerance

This is a humanities course that includes content that describes positive and negative human experiences. Some content may trigger students who have experienced negative circumstances themselves. You may excuse yourself from a lesson in such a situation, but send me an email letting me know that this was the reason for your departure. Topics change in a discussion around every seven minutes, so return to the class to see if the content has changed.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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.

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](#))

AI Policy

Artificial Intelligence (AI) tools are integrated into this course as instruments for research, data analysis, and writing assistance. Students are encouraged to responsibly use the course's AI (its specially trained large language model) for specific tasks, including:

- Drafting or refining spreadsheet prompts and workflows
- Assisting with basic data interpretation
- Generating visualizations such as network graphs
- Brainstorming outlines or refining research questions

However, all AI-generated content must be critically evaluated, cited when appropriate, and **not** used as a substitute for your own analysis or reading of course materials. AI cannot be used to complete graded work **without acknowledgment**. Submissions that rely on AI must include a



short statement describing how the tool was used and what parts of the work were human-authored.

Misuse of AI—including plagiarism, fabrication of sources, or outsourcing assignments to AI tools—will be treated as academic misconduct. If you're unsure whether a particular use of AI is appropriate, ask the instructor in advance.

This policy supports your development as a researcher capable of integrating emerging tools into your scholarly workflow, while maintaining academic integrity and reflective learning.

GE Theme course submission worksheet: Lived Environments

Overview

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

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

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

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

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

(enter text here)

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

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

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

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

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

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

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i> <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i> <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i> <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
	<i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i>

ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas. <u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. <u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces
	Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I. The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.

Goals and ELOs unique to Lived Environments

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

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

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

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.	

ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications:

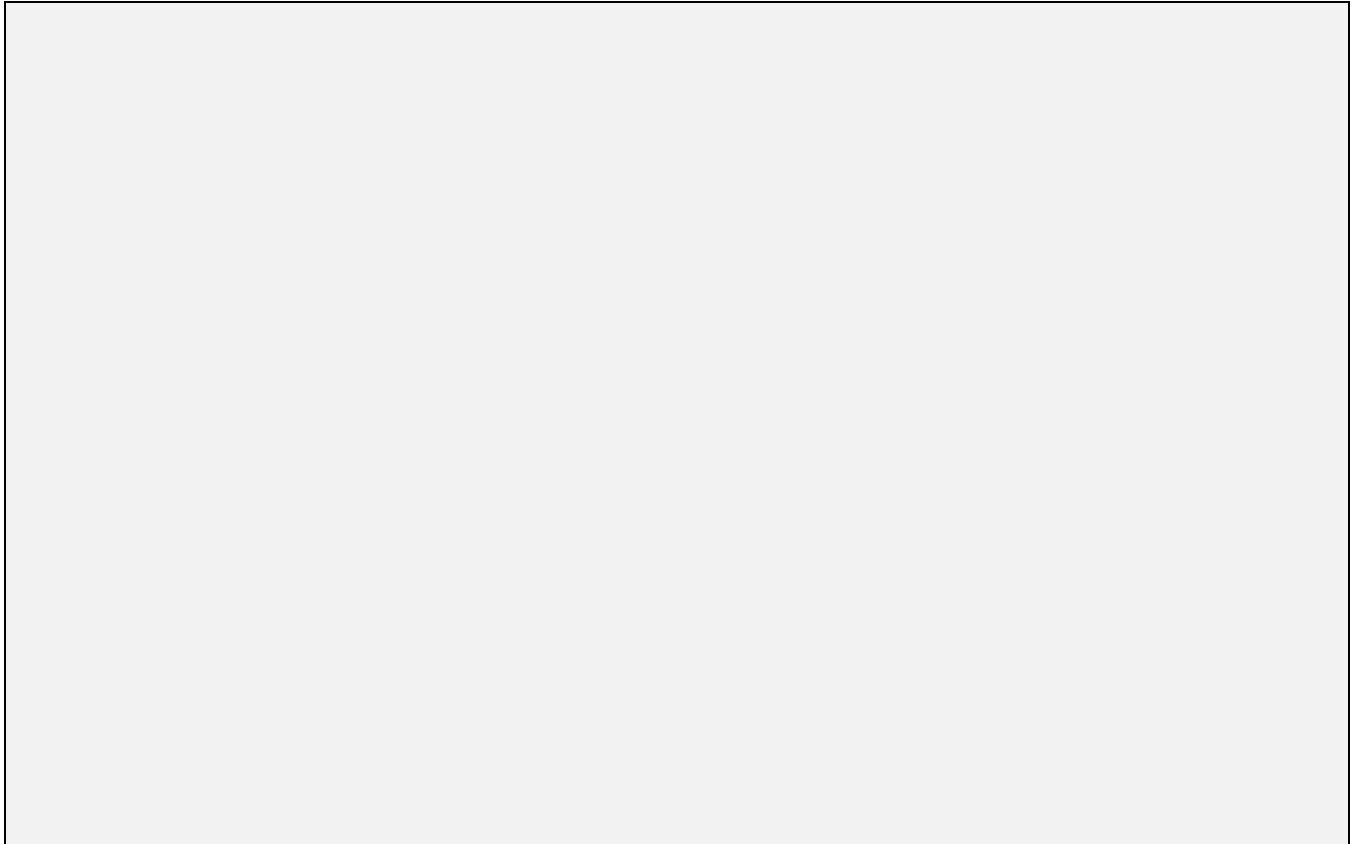
- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)

2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)

4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)

A large, empty rectangular box with a black border, intended for a syllabus entry. The box is light gray and occupies the lower half of the page.

5. Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

6. Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)

Research and Creative Inquiry Course Inventory

NELC 3535: Ancient Economies

James D. Moore

1. Disciplinary expectations and norms

In Near Eastern and Mediterranean history, original research means analyzing primary sources—economic, legal, and administrative texts—to reconstruct social, political, and economic life. New understanding develops through comparative analysis of texts, archaeological data, and quantitative tools such as network modeling and spreadsheet-based datasets. The discipline values combining philological close reading with economic and historical theories to produce original interpretations of ancient economies. Creative inquiry emerges from re-framing ancient documents with modern digital and analytical tools, generating new perspectives on human-environment interactions.

2. Teaching methods and practices

Students are trained in research practices through **lectures, small-group discussions, and weekly labs**. Readings introduce scholarly debates (e.g., Kleber on taxation, Jursa on economic mentalities, Stolper on business firms), while labs teach hands-on methods: data collection, spreadsheet structuring, network analysis, and AI-assisted visualization. Ethical implications are explicitly addressed through the course AI policy, which requires students to critically evaluate AI outputs, cite tools when used, and balance computational results with human interpretation. This reflects professional norms of transparency and integrity.

3. Implementing

Students apply research skills through structured lab activities, especially:

- **Weeks 4–5:** building qualitative spreadsheets and designing dataset structures.
- **Weeks 6–9:** inputting and curating several hundred ancient documentary sources.
- **Weeks 10–12:** analyzing data via prosopography, commodity networks, and fiscal records, with AI-generated graphs.
These activities give students practical experience in creating new knowledge—transforming raw texts into historical datasets, then analyzing them to reconstruct ancient economic systems.

4. Demonstration of competence

Students demonstrate competence in formats used in the field:

- **Case study write-ups (35%)** model short-form scholarly commentary.



- **Final report (30%)** is a 5-page economic history, integrating primary data, spreadsheet analysis, and historiographical critique.
- **Database submission** and **network graphs** approximate the outputs of digital ancient history projects.
- **Peer presentation in Week 13** provides an oral rehearsal of professional conference-style communication.

5. Scaffolding and mentoring

The semester-long research project is scaffolded through weekly labs:

- Week 2 introduces spreadsheet basics.
- Week 3 builds research groups through structured interviews.
- Weeks 4–5 focus on dataset design and objectives.
- Weeks 6–9 involve data entry and refinement.
- Weeks 10–12 progressively add analysis layers (social networks, commodities, fiscality).
- Week 13 adds peer feedback for drafting.

Each stage builds toward the final report. The instructor and TAs provide continuous feedback during labs, case study write-ups, and structured peer review, ensuring mentoring at each research step.

6. Reflection

Reflection is embedded in both assignments and class activities. Students submit a **reflection on their database-building process** (5%) and a **peer evaluation** (5%) to consider collaboration and workflow. Case study write-ups train students to reflect critically on readings and methods. The final report requires a reflective section on group collaboration and the integration of AI/data skills into humanistic analysis. These moments ask students to consider their growth as learners and researchers in dialogue with ancient evidence and modern tools.

From: Abito, Mike <abito.1@osu.edu>
Date: Wednesday, 12 November 2025 at 10:22
To: Brenner, Naomi <brenner.108@osu.edu>
Cc: Nagar, Ila <nagar.5@osu.edu>
Subject: Re: Concurrence Request for Ancient Economies

Hi Naomi, after consultation with our relevant faculty, we decided to provide our concurrence. Although we offer econ history courses, the focus is on different time periods and regions. Where topics are similar (e.g. tariffs, fiscal issues, or trade), the approach and analytical methods are more from history rather than econ.

Mike

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