FORM 1
Proposal for new course requesting General Education status

Course Number: **CLAS 203**
Course Name: **Special Topics**
Department: **Classics**

*GenEd Competency Table (check competencies addressed in the course)*

<table>
<thead>
<tr>
<th>I. Research and Communication in Multiple Media and Languages, including proficiency in:</th>
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<tr>
<td>Gathering and using information</td>
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<tr>
<td>Effective writing and critical reading</td>
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<td>Oral and visual communication</td>
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<td>Foreign language</td>
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<th>II. Analytical and Critical reasoning, including:</th>
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<tr>
<td>Mathematical and scientific reasoning and analysis</td>
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<tr>
<td>Social and cultural analysis</td>
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<td>Interdisciplinary analysis and creative problem solving</td>
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<tr>
<th>III. Historical, Cultural, and Intellectual Perspectives, including knowledge of:</th>
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<tr>
<td>Human history and the natural world</td>
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<tr>
<td>Artistic, cultural, and intellectual achievements</td>
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<tr>
<td>Human behavior and social interaction</td>
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<tr>
<td>Perspectives and contributions of academic disciplines</td>
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<tr>
<th>IV. International and Intercultural Perspectives, gained by:</th>
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<tr>
<td>Knowledge of international and global contexts</td>
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<tr>
<td>Experiencing, understanding and using multiple cultural perspectives</td>
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<th>V. Personal and Ethical Perspectives, including experiences that promote:</th>
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<tr>
<td>Self-understanding, curiosity and creativity</td>
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<tr>
<td>Personal, academic, and professional integrity</td>
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<td>Moral and ethical responsibility; community and global citizenship</td>
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VI. Advanced Knowledge and Skills in Major Area of Study, consisting of:

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<th>Skills and knowledge of the discipline</th>
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<td>Sequence of coursework that fosters intellectual growth</td>
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<tr>
<td>Coursework that extends and builds upon knowledge and skills gained from the core curriculum</td>
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<tr>
<td>The ability to transfer the skills and knowledge of the major into another setting</td>
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</tbody>
</table>

- Explain how students taking this course will acquire the proposed General Education Competencies checked in the table. Specifically detail (with reference to the syllabus) the ways in which students taking this course will meet the competencies checked in the table. Please include a syllabus.

III. Historical, Cultural, and Intellectual Perspectives, including knowledge of:

a. Human history and the natural world
   The course provides an over-arching understanding of a particular topic or chronological period of ancient Greek or Roman civilization. Specific details will vary based upon content, but each iteration of the course will adhere to the general guidelines for all 200-level courses taught under the CLAS course designation.
   Applicable to all CLAS 200-level courses is the analysis of primary sources. Writings or material objects produced by the ancient civilizations offer direct insight into the period or topic. These sources will provide raw material allowing enrolled students to do the work of a classicist. Throughout the semester students will be working closely with these sources, critically evaluating and assessing their value and limitations in understanding the chosen topic or chronological period. Within the attached syllabus, lectures would expose students to the primary evidence of prehistoric Aegean civilizations and this exposure would be reinforced through readings intended to contextualize and critically analyze their value for understanding these periods of history.

   Through the study of the topic or chronological period via primary sources and other lines of evidence, the course develops a critical appreciation of the ways in which the subject matter has influenced other elements of the Greco-Roman world and helped to shape our current socio-cultural system. Within the sample syllabus, particular class time and readings take on the subject of complex state development and the integrative nature of social, political, and economic systems. In this way, the course serves as a comparative reflection upon our own cultural systems.

b. Artistic, cultural, and intellectual achievements
   The course explores artistic, intellectual, and/or cultural achievements of the Greek and/or Roman world as determined by the topic under consideration. Within the sample syllabus, the course introduces and discusses some of the most important artistic works of the prehistoric Aegean.

- Outline the ways in which the learning outcomes for the course connect to the competencies checked in the table
   All 200-level CLAS courses require an analytical essay using primary and/or secondary sources. The subject of these essays will discuss artistic, cultural, and/or intellectual achievements within the context the socio-cultural construct of a particular period of history, or how those achievements may have altered over the course of several periods. Within the sample course, students are required to write an analytical paper on a subject related to Aegean Prehistory that includes the analysis of primary sources and their interpretations found in secondary literature. This analytical component is further assessed via essay components of midterm and final exams.
• What General Education Requirements will this course fulfill? How does this course fulfill that requirement?

This course fulfills the General Education requirement for **Humanities**. The course examines a selected theme or issue in ancient Greek or Roman civilization, using analytical frameworks that focus upon critical investigation of primary evidence, contextualization, and qualitative and/or quantitative forms of argumentation and explication.

• Anticipate impact of implementation (consider here issues such as transfer credit, AP credit, whether the course will be a pre-requisite for other courses, etc.)

All 300-level CLAS courses require students to have completed at least one CLAS course at the 100- or 200-level. This course would satisfy that requirement. Issues with transfer credit may apply, consistent with similar courses in classics. The AP curriculum currently does not include a commensurate course.

• Suggested start date, if approved (please note that the start date may be impacted by advising and registration dates)

Fall 2011
Classical Civilization 203
Aegean Prehistory

Course#: CLAS 203
Meeting Time: T TH 12:15 – 1:30
Place: Randolph Hall 301
Instructor: Dr. James Newhard
Office: Randolph 308b
E-mail: newhardj@cofc.edu
Office Phone: 843-953-5485
Office Hours: M 1:00 – 3:00; T 9:00 – 11:00
and by appointment

Course Goals:
This course will introduce you to the cultures and civilizations of the Aegean Basin from the Palaeolithic through Late Bronze Age (approx. 25,000 – 1,200 BC), with a particular focus placed upon the Bronze Age phases (c. 3,200 – 1,200 BC). In addition to the physical remains of these civilizations, you will also learn in an intensive fashion critical thinking and research skills through daily participation in class discussion and a research paper.

Required Text:

On “Reserve”
In Addlestone:
• J.L. Davis (ed.) (1998), Sandy Pylos: An Archaeological History from Nestor to Navarino. University of Texas: Austin.
• C. Renfrew (1972), The Emergence of Civilisation: The Cyclades and the Aegean in the Third Millennium B.C. Methuen: London.
• D. Tandy (ed.) (2001), Prehistory and History: Ethnicity, Class and Political Economy. Black Rose Books: New York. (on schedule as “Prehistory and History”)
• Other books as needed
On WebCT
• Other articles as needed
Online:
• C. Pulak and G.F. Bass, “Bronze Age Shipwreck Excavation at Uluburun” http://ina.tamu.edu/ub_main.htm (on schedule as “Ulu Burun”)
• J. Rutter, “The Prehistoric Archaeology of the Aegean,” http://projectsx.dartmouth.edu/history/bronze_age/ (on course schedule as “Rutter”)
WebCT:
- This course will be managed through WebCT. The course page is accessed through the main College webpage (www.cofc.edu) or directly at http://webct.cofc.edu. You will find a copy of this syllabus, any updates or large-scale changes to the course format, reading materials, and other elements of the course.

Course Requirements

Attendance: Class attendance is essential as the lectures will present material not covered in the readings. If you are absent, you are nonetheless responsible for the material covered on that day. Daily attendance will be taken will form part of your final grade. Much of what we will learn will come out of lecture and discussion in class. Being present in class is an important step.

Participation: I expect for you to come to class having read the assignment, having processed that information, and having questions – either in terms of concepts that don’t appear clear (and there will be PLENTY of those) or in terms of ideas or possible insights. I expect and encourage you to express them in class, and your participation will form a component of your final grade. If there are no questions/comments, I will put you on the spot.

Exams: There will be two one-hour exams and a comprehensive final. These exams will most likely take the form of slide identifications, multiple choice, and questions focused upon synthesizing information from readings and lectures. Make-up or advance exams will be considered only for students who obtain an official excuse from the Dean of Undergraduate Studies. A missed test counts as a zero.

Research Paper: Each of you will be asked to prepare a paper addressing a particular issue in Aegean Prehistory. A list of possible topics will be distributed within the first weeks of class. While I hate to give page lengths, I expect a paper of quality to be between 10 and 20 pages, excluding bibliography, footnotes, and supporting images. Professional standards of documentation and style will be enforced:

- quality work will not rely upon internet resources such as Wikipedia or Encyclopedias
- will rely upon sources such as peer-reviewed journals
- you will fully cite all ideas not your own
- 10- to 12-point Times New Roman, double-spaced, 1-inch margins – and yes, I can tell

The paper will adhere to the Harvard system of parenthetical notation, as adapted by INSTAP Academic Press (http://www.instapress.com/gindex.html). Papers not using this format will not be accepted.

An outline and preliminary bibliography is due on March 12, and will constitute 10% of your overall grade. The final paper is due within 15 minutes with the start of class on April 21, with ½ a letter grade demerit for those turned between that time and 5:00pm of that day. Thereafter, late papers will be docked 1 full letter grade for every 24-hour period past the due date.

You will need to do extensive bibliographic research for this paper. Expect to use interlibrary loan and PASCAL. Common bibliographic search engines for Aegean Prehistory include:


Numerous journals are found in the library and via JStor, Elsevier, and Academic Search Premier.
Evaluation:
Exam I 20%
Exam II 20%
Outline/Bib 10%
Paper 20%
Attendance 5%
Participation 5%
Final Exam 20%

Grading System:
You will receive a letter grade based on the following grading system:
- A  93% - 100%
- A- 90% - 92%
- B+ 87% - 89%
- B  83% - 86%
- B- 80% - 82%
- C+ 77% - 79%
- C  73% - 76%
- C- 70% - 72%
- D+ 67% - 69%
- D  63% - 66%
- D- 60% - 62%
- F  below 60%
- WA excessive absences. Quality points equivalent to “F.”

Statement on Academic Ethics:
I regard plagiarism and other forms of cheating as the antithesis of scholarship, learning, collegiality, and responsible citizenship. This course is covered by the Honor Code for the College of Charleston, and any alleged infractions will be vigorously pursued. Neither ignorance of the definitions of plagiarizing or cheating nor the lack of intention to deceive constitutes an acceptable defense in matters of scholarly dishonesty.

Department of Classics Policy on Honor Code Violations
The College of Charleston’s policy regarding Honor Code violations states the following:
- The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations.

All faculty members at the College are required to abide by the College’s Honor Code and to report any suspected violations to the Office of Student Affairs.

A student who is found by the Honor Board to be in violation of the Honor Code in connection with any requirement for a course in the Classics Program will receive a final grade of “XF” for the course. This action will be taken in addition to any other sanction that may be imposed by the College’s Honor Board.
Classroom Decorum
Maintaining a professional classroom environment is essential to your success in the course. I therefore expect the following to be followed as a matter of politeness and courtesy to myself and your fellow students:

− I expect you to be prompt for class having prepared the assigned lesson for the day.
− I expect all cellular phones, pagers, or other personal electronic devices to be in a hibernating stage or turned off for the duration of the class.
− If you need to leave the room during class for an emergency, please let me know before leaving.
− If a fellow student has a question or comment, it is common courtesy and a matter of respect to sit patiently and quietly. Paying attention may answer one of your own questions, or spark a follow-up question in your own mind. This is one of the basic elements and benefits of meeting as a class. Visiting with your neighbor, asking questions of fellow students, etc. is not only a distraction, but is insensitive and rude to your fellow classmates and myself. DON’T DO IT.

Availability
If you have any questions or concerns - now or during the session - feel free to see me after class, during my office hours, or call/email for an appointment (email works best - I check several times a day). If you fall behind or need clarification in some matter, it is your responsibility to seek me out to discuss it. The sooner you come to me, the sooner we can resolve any concerns.

Note: The material presented to this class, including handouts and notes taken from lectures, is the intellectual property of the instructor, James Newhard. These materials may not be published or used in electronic media without the express permission of the instructor, and violations will be prosecuted. In other words, you can take notes for your own use, or lend them to a friend who has missed a class. You may not sell them or publish them on the web.

All aspects of this syllabus are subject to change at the instructor's discretion. All changes/amendments will be announced in class.

Lecture Schedule

Week 1:
Tues, Jan 13: Intro to Aegean Prehistory

Thus, Jan 15: Research Methods; The nature of Aegean Prehistory
Read: ABA, Chapter 1

Friday, Jan 16: LAST DAY TO DROP/ADD

Week 2:
Tues, Jan 20: Early Prehistory
Read: RAP IV (on WebCT)
Rutter, Lesson 1

Thurs, Jan 22: Neolithic Greece
Read: Rutter, Lesson 2
Week 3:
*Tues, Jan 27*: The Cycladic Islands  
Read: ABA chapter 3

*Thurs, Jan 29*: Renfrew’s “Emergence of Civilisation”  
Read: Renfrew 1972, Chapter 2.

Week 4:
*Tues, Feb 3*: Early Bronze Mainland  
Read: ABA chapter 2

*Thurs, Feb 5*: Lerna  
Read: ABA chapter 2

Week 5:
*Tues, Feb 10*: Review for Exam I

*Thurs, Feb 12*: Exam 1

Week 6:
*Tues, Feb 17*: Pre-palatial Crete  
Read: ABA chapter 4

*Thurs, Feb 19*: Protopalatial Crete  
Read: ABA chapter 5

Week 7:
*Mon, Feb 23*: LAST DAY TO WITHDRAW WITH A GRADE OF "W"

*Tues, Feb 24*: Protopalatial Crete  
Read: ABA chapter 5

*Thurs, Feb 26*: Neopalatial Crete I  
Read: ABA chapter 6

Week 8:
*Tues*: SPRING BREAK  
*Thurs*: SPRING BREAK

Week 9:
*Tues, March 10*: Neopalatial Crete II  
Read: ABA chapter 7

*Thurs, March 12*: Minoan Thalassocracy revisited  
Read: ABA chapter 8
Week 10:
*Tues, March 17:* Minoan Trade
   Read: ABA chapter 9

*Thurs, March 19:* Early Mycenaean Greece
   Read: ABA chapter 10

Week 11:
*Tues, March 24:* Mycenaean stuff
   Read: ABA chapter 11

*Thurs, March 26:* Review for Exam II

Week 12:
*Tues, March 31:* Exam II

*Thurs, April 2:* Mycenaean state structure and administration I
   Read: ABA chapter 1

Week 13:
*Tues, April 7:* Mycenaean state structure and administration II
   Read: ABA chapter 12

*Thurs, April 9:* Mycenaean death and religion
   Read: ABA chapter 13

Week 14:
*Tues, April 14:* Long-distance exchange
   Read: ABA chapter 14
   Ulu Burun

*Thurs, April 16:* Collapse of the System
   Read: ABA chapter 15

Week 15:
*Tues, April 21:* Post Bronze Age Greece – Twilight before the “Dark Age”
   Read: Rutter, Lesson 29
   *Prehistory and History*, chapter 2

*Thurs, April 23:* Review for Final

Final Exam: **Tuesday, May 5, 12:00 – 3:00pm**