**Motion to Approve For General Education Status**

The Committee on General Education moves that the following courses be approved for General Education Status within the Requirements that they are listed under.

**Introduction:** This motion would certify each of the following as satisfying the General Education Humanities requirement, based on the current Senate approved Approval Criteria for the Humanities requirement.

**MOTION:** Approve the following courses for General Education Status under the following General Education Requirements:

**MATH OR LOGIC:**
1. HONS 216: Conceptual Tour of Contemporary Mathematics

**HUMANITIES:**
1. AFST 202: Special Topics in African Studies
2. CLAS 223: Aegean Prehistory
3. CLAS 225: The Archaeology of Athens
4. CLAS 226: The Archaeology of Rome
5. CLAS 320: State Formation in the Mediterranean World
6. CLAS 322: Mediterranean Landscapes
7. CLAS 324: Ancient Mediterranean Economies
8. CLAS 343: Luxury and Status in Ancient Rome
9. CLAS 345: Love, Beauty, and Sexuality in the Greco-Roman World
10. CLAS 356: Ancient Roman Letters
11. HONS 173 Honors Introduction to International Studies

**Rationale:** The CGE in consultation with the Faculty Committee for Assessment of Institutional Effectiveness, evaluated these courses and agrees that they meet the Approval Criteria for the Humanities requirement, and that they are expected to be adequately assessed, based on the student learning outcomes, evidence and assessment rubrics for the Humanities requirement.
Request Form for General Education Certification:
Math/Logic Requirement: (Please include a syllabus)
Faculty Member(s): James Young
Course Number: HONS 216
Course Name: Conceptual Tour of Contemporary Mathematics
This Course is currently Listed in the Undergraduate Catalog  Yes X  No
(If your answer is "No", please explain the status with the curriculum committee)

Department of faculty member(s): Mathematics
Course Description:
This course will highlight mathematics as a network of intriguing and powerful ideas, not a dry formula list of techniques. Emphasis will be placed on conceptual, non-technical understanding of current developments in higher-level mathematics, and how these concepts and results are intertwined and employed in other areas outside mathematics.

I. Explain how the proposed course satisfies each of the following Approval Criteria for Math/Logic

1. Have as its primary purpose the modeling of phenomena in mathematical terms.

The ambitious goal of this course is to help each student discover the beauty and fascination of mathematics, admire its strength and profound ideas, and appreciate its value in our everyday lives. Topics to be covered include key ideas in algebra, number theory, mathematical foundations and logic, complexity, topology and geometry, stochastics, and dynamics.

2. Study the theory supporting the modeling at a level of abstraction sufficient to deduce results about the mathematical objects (such as sets, probability distributions, graphs, algorithms, formal languages, functions, etc.) arising from the theory.
The course has units that cover topology and geometry (Poincare conjecture), Dynamics (Mandelbrot and Julia sets), and Logic and Foundations (Gödel’s incompleteness theorems).

3. Expand the students' knowledge of mathematics beyond what is required by MATH 101 and any of the course's prerequisites.

The approach, philosophy, and content of this course require a student who is deeply curious about the wealth of ideas shaping our modern-day world, and who is equipped with a sharp and ready mind for understanding and appreciating abstract concepts of contemporary mathematics. Honors students should ideally have these qualities, and their quest for knowledge will certainly be fulfilled and strengthened by actively participating in the novel discoveries awaiting them in this proposed course. Specific content areas include numbers, topology, dynamics, complexity, and logics and foundation.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of each of the three math/logic learning outcomes, using the evidence and grading rubric for the respective outcomes

Student Learning Outcome 1: Students model phenomena in mathematical terms. (List SLO 1 on syllabus.)

Evidence: Students presented with a phenomenon such as a physical situation or English statement must effectively model the problem using mathematical objects taught in the course. (Questions will be embedded on the final exam).

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets Expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling the phenomena</td>
<td>Manifestly incorrect model</td>
<td>Major flaws in model</td>
<td>Minor flaws in model</td>
<td>Correctly models</td>
</tr>
<tr>
<td>Assigns values to the variables</td>
<td>Manifestly incorrect variable assignment</td>
<td>Major errors</td>
<td>Minor errors</td>
<td>Values correctly assigned to variables</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** When given a question, students apply models and establish conclusions. *(List SLO 2 on syllabus.)*

**Evidence:** Students given a mathematical model of a phenomenon must use the methodology and tools of the course to establish conclusions related to the phenomenon. (Questions will be embedded on the final exam).

**Standard** At least 80% students score 3 or 4 on rubric

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets Expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying mathematical methodology and tools.</td>
<td>No coherent application</td>
<td>Major errors or incomplete application</td>
<td>A few errors or omitted steps</td>
<td>Complete and correct application</td>
</tr>
<tr>
<td>Accuracy of the process and conclusion</td>
<td>Wrong conclusion and wrong process</td>
<td>Wrong process but correct conclusion</td>
<td>Wrong conclusion but correct process</td>
<td>Correct conclusion properly deduced</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 3:** Students demonstrate an understanding of the supporting theory apart from any particular application.

**Evidence:** Students answer theoretical questions in ways that reflect understanding of the relevant theory.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 3**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets Expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of theory(s)</td>
<td>Fails to interpret or incorrectly interprets mathematical statements, and thus fails to correctly answer questions about their theoretical relationships. Or correctly answers less than 70% of a series of theoretical multiple choice questions.</td>
<td>Correctly interprets mathematical statements, but (generally) incorrectly answers questions about their theoretical relationships. Or correctly answers at least 70% of a series of theoretical multiple choice questions.</td>
<td>Correctly interprets mathematical statements, and (generally) correctly answers questions about their theoretical relationships, but without clearly showing steps taken. Or correctly answers at least 80% of a series of theoretical multiple choice questions.</td>
<td>Correctly interprets mathematical statements, and correctly answers questions about their theoretical relationships, clearly showing steps taken. Or correctly answers at least 90% of a series of theoretical multiple choice questions.</td>
</tr>
</tbody>
</table>
III. SYLLABUS REQUIREMENT
Syllabi should include the following:
"General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution/ and it should indicate clearly the percentage of the grade that the assignment has in the course.
Example:

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students model phenomena in mathematical terms.</td>
</tr>
<tr>
<td>• When given a question, students apply models and establish conclusions.</td>
</tr>
<tr>
<td>• Students demonstrate an understanding of the supporting theory apart from any particular application.</td>
</tr>
</tbody>
</table>

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS....it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________ Date: ______________________

2. Signature of Academic Dean:

__________________________________________ Date: ______________________

3. Signature of Provost:

__________________________________________ Date: ______________________

4. Signature of Committee on General Education Chair:

__________________________________________ Date: ______________________

5. Signature of Faculty Senate Secretary:

__________________________________________ Date: ______________________

Date Approved by Faculty Senate: ______________________
CONCEPTUAL TOUR OF CONTEMPORARY MATHEMATICS
HONORS 216
SPRING 2014

Instructor: James E. Young

Office: RSS 323

Phone: 953-7295

E-mail: youngj@cofc.edu

Office Hours: Tue and Thu 12:45 – 2:15


Grading:

Homework (due bi-weekly) (35%)

Project (due April 30) (35%) – signature assignment

Attendance (20%)

Class Participation (10%)

Grade Scale:

A  90 – 100
B  80 – 89
C  70 – 79
D  60 – 69
F  0 – 59

Drop Date: March 21. Last day to withdraw with a grade of “W”.
General Education Learning Outcomes: Math & Logic

1. SLO 1: Students model phenomena in mathematical terms.

2. SLO 2: When given a question, students apply models and establish conclusions.

3. SLO 3: Students demonstrate an understanding of the supporting theory apart from any particular application.

These learning outcomes will be assessed on the final project, which is attached at the end of the syllabus.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Text Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Introduction, motivation, and course overview</td>
<td>1.1-1.4, notes</td>
</tr>
<tr>
<td>1/14</td>
<td>Numbers: distribution of primes and prime number theorem</td>
<td>2.1, 2.3, notes</td>
</tr>
<tr>
<td>1/16</td>
<td>Numbers: distribution of primes and Riemann Hypothesis</td>
<td>class notes</td>
</tr>
<tr>
<td>1/21</td>
<td>Numbers: rational versus irrational</td>
<td>2.6, 2.7, notes</td>
</tr>
<tr>
<td>1/23</td>
<td>Numbers: algebraic versus transcendental</td>
<td>class notes</td>
</tr>
<tr>
<td>1/28</td>
<td>Topology and Geometry: euclidean versus non-euclidean</td>
<td>4.1, 4.6, notes</td>
</tr>
<tr>
<td>1/30</td>
<td>Topology and Geometry: manifolds</td>
<td>5.1-2, 5.6, notes</td>
</tr>
<tr>
<td>2/4</td>
<td>Topology and Geometry: Poincare conjecture</td>
<td>5.4, notes</td>
</tr>
<tr>
<td>2/6</td>
<td>Topology and Geometry: topological invariants and Euler characteristic</td>
<td>5.5, notes</td>
</tr>
<tr>
<td>2/11</td>
<td>Topology and Geometry: knots and links</td>
<td>5.5, notes</td>
</tr>
<tr>
<td>2/13</td>
<td>Dynamics: one-dimensional dynamics and Sarkovskii’s theorem</td>
<td>6.5, 6.6, notes</td>
</tr>
<tr>
<td>2/18</td>
<td>Dynamics: period-doubling and Feigenbaum universality</td>
<td>6.5, 6.6, notes</td>
</tr>
<tr>
<td>2/20</td>
<td>Dynamics: complex dynamics</td>
<td>6.1, 6.4, notes</td>
</tr>
<tr>
<td>2/25</td>
<td>Dynamics: Mandelbrot and Julia sets</td>
<td>6.1, 6.4, notes</td>
</tr>
<tr>
<td>2/27</td>
<td>Dynamics: symbolic dynamics and cellular automata</td>
<td>6.5, notes</td>
</tr>
<tr>
<td>3/4</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td>Dynamics: chaos and strange attractors</td>
<td>6.2, 6.6, notes</td>
</tr>
<tr>
<td>3/13</td>
<td>Complexity: computability and the Church-Turing thesis</td>
<td>class notes</td>
</tr>
<tr>
<td>3/18</td>
<td>Complexity: decidable versus undecidable</td>
<td>class notes</td>
</tr>
<tr>
<td>3/20</td>
<td>Complexity: $P = NP$ question</td>
<td>class notes</td>
</tr>
<tr>
<td>3/25</td>
<td>Complexity: Chaitin’s halting probability and its secrets</td>
<td>class notes</td>
</tr>
<tr>
<td>3/27</td>
<td>Complexity: introduction to quantum computation</td>
<td>class notes</td>
</tr>
<tr>
<td>4/1</td>
<td>Complexity: feasibility and promises of quantum computation</td>
<td>class notes</td>
</tr>
<tr>
<td>4/3</td>
<td>Logic and Foundations: completeness of first-order predicate logic</td>
<td>class notes</td>
</tr>
<tr>
<td>4/8</td>
<td>Logic and Foundations: Gödel’s incompleteness theorems</td>
<td>class notes</td>
</tr>
<tr>
<td>4/10</td>
<td>Logic and Foundations: set theory and higher infinities</td>
<td>3.1-3.5, notes</td>
</tr>
<tr>
<td>4/15</td>
<td>Logic and Foundations: decidable versus undecidable</td>
<td>3.5, notes</td>
</tr>
<tr>
<td>4/17</td>
<td>Logic and Foundations: coming full circle or enumerable = diophantine</td>
<td>class notes</td>
</tr>
<tr>
<td>4/22</td>
<td>Course review</td>
<td></td>
</tr>
<tr>
<td>4/30</td>
<td><strong>PROJECT DUE</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This schedule is meant as a guide. Some sections or subsections may be omitted depending on availability of time and/or superseding priorities. Any deviations from this schedule will be announced in advance.
Conceptual Tour of Contemporary Mathematics
Honors 216

Project

This project involves exploring a mathematical topic in greater detail than is done in class and homework assignments. The topic can be one that was covered in class or an entirely new topic that was not discussed in class. The following steps should be taken to successfully complete the project.

- **Selection.** Discuss with your partner a topic of mutual interest that you would like to know more about. Selecting a topic that interests both of you will result in a better project.

- **Research.** Find appropriate sources for learning more about your selected topic. These sources include books, journal articles, and websites. Pay particular attention to the mathematical level of the sources you choose. The level should be about the same as your textbook and class notes. It is fine if you do not understand every detail, but if you find yourself often losing the train of thought in an argument or demonstration, then this probably indicates that the mathematical level is too high. Of course, it is fine for you to use only those parts that you understand.

Do not hesitate to seek the assistance of a reference librarian – they can be of great help. You may also consult the list of references that you received in class. Also, remember to cull the references at the end of books, articles, and websites you find helpful.

The paper should be between 5 and 10 pages in length. I am not interested as much in quantity as in quality. The paper should address each of the following points:

- **Motivation.** Why should I be interested in this topic? Is it beautiful mathematics? If so, why is it beautiful? Is it surprising? Is it deep? Does this topic have applications outside of mathematics? If so, what are these applications and how are they beneficial? Does understanding of the topic change the way you think about mathematics or the world? If so, how? This should be the first section of the paper. Grab the reader’s interest!

- **Explanation.** Put the topic in historical context. How did the topic evolve? Did it develop in response to the solution or understanding of a topic in a field other than mathematics? Comment on the “perception à heuristic à conception” rubric we discussed in class. Give clear definitions and examples to help understand the topic.

- **Applications.** Discuss applications of the topic, both to other branches of mathematics and to fields outside of mathematics. Did it revolutionize the field, or did it simply solve a specific problem? Does it have applications to several fields? Are these applications surprising or straightforward?

- **Future.** Speculate on the future development of the topic. List and explain any unsolved or conjectured problems related to the topic. Is this currently an active area of
research? Do you think there are any unexplored applications of this topic? If so, speculate on how this topic might contribute to the understanding of other problems and questions.

- References. List all references used, including links to websites. If you use multiple sources, clearly site in the paper the relevant references.
Request Form for General Education Certification:

Humanities Requirement: (Except FYSM, please include a syllabus)
Faculty Member(s): Megan Smith Goettsches (and others likely in the future)
Course Number: AFST 202
Course Name: Special Topics
Department of faculty member(s): School of Language, Culture and World Affairs: African Studies Program

[please note: this course may be taught by a variety of teachers in a variety of disciplines, but will always include assignments of the kind described below]

Course Description:
The purpose of this course is to give a broad overview of special topics within the African context through an interdisciplinary examination of engaged themes from both historical and current perspectives. This course will utilize the specified special topic as a point of focus for various subjects related to countries across the African continent.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   In this course, AFST 202: Special Topics, students explore the implications of a selected topic on the African continent through examining its interrelation with history, spirituality, religion, conflict, development, politics, identity constructs and current events and issues, all of which contribute to cultures specific to individual countries in Africa. Every AFST 202 course will use a historical perspective to allow students to analyze how the evolution of the topic has affected both its historical and current meanings in Africa.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   Students write short responses analyzing and interpreting materials from assigned texts, short films and extracts, class conversations, and current media materials which present the special topic from various multidisciplinary perspectives concerning Africa.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

*Students in this course will analyze and interpret multiple non-fiction texts written by a variety of authors from the region that depict the cultural and/or historical reality of Africa or her/his region of Africa. Students will also examine films and other video materials as well as online news/blog outlets which visually depict the variety of African experience, featuring a range of African subjects who give testimony to that lived experience. Depending on the particular topic, the course may also include works of fiction by African authors, works of art, music, etc.*

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

*Students will respond to a variety of writing prompts, on tests, and in informal and formal writing assignments, throughout the semester addressing various thematic elements (religion, spirituality, conflict, politics, identity constructs, development, and/or current events) from the perspective of the special topic.*

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome.

The theme for the AFST 202 Special Topics course is subject to change from semester to semester and in an effort to establish uniformity, the signature assignment for this course shall always be a 1500 – 2500 word term paper. The thematic elements of the term paper are subject to change depending on the special topic selected for the course. However, basic elements will remain:

Students will be required to prepare a term paper (1500-2500 words) critically responding to and analyzing the cultural and social implications of a current event on the African continent being covered in the media. Students will have the option of choosing (subject to professor approval) the subject matter for their own term papers. Their analysis of the current event should constitute the use of primary sources (news reports/interviews, speeches, new laws, etc.) and be supplemented with classroom texts, discussion and external academic research; the primary sources and their contexts should be expounded upon in the essay and the external academic research should take on the appropriate multidisciplinary perspective, if needed. The analysis of the selected topic should reflect a critical inquiry on how the current event in questions affects and influences thematic elements such as politics, economies, inter- and intra-national relations, population, urbanization, women, and religion for Africans living in Africa today.
Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard: At least 80% of students score 3 or 4 on each dimension.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations 1</strong></td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS OF IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations 1</strong></td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
</tr>
</tbody>
</table>

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Evidence: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

Standard: 80% of students receive a score of 3 or 4 on each dimension.
## Rubric for SLO 2

### WRITING

<table>
<thead>
<tr>
<th></th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It falls short of supporting the main idea or ideas. Paper (or equivalent) reveals weaknesses in written English or the Target Language of the Course.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It supports the main idea or ideas. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) convincingly supports the main idea or ideas. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>

### USE OF PRIMARY SOURCES/DISCIPLINARY METHODS

<table>
<thead>
<tr>
<th></th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
</tbody>
</table>
I. SYLLABUS REQUIREMENT

**Instructor:** Meg Smith Göttches, MA  
**Office and Hours:** by appointment only  
**Classroom:** Maybank Hall, Rm 206  
**Phone:** (843) 708.7470  
**Day/Time:** Tuesdays & Thursdays 3:05-4:20  
**Email:** goettschesms@cofc.edu

**Purpose:**
The purpose of this course is to give an overview of gender within the African context through an interdisciplinary examination of gender from both temporal and current perspectives. This course will utilize gender as a point of focus for various subjects related to countries across the African continent. Notions of gender have shaped Africa as they have on other continents, but this shaping has far reaching implications for Africa. By the end of this course, you should have a definitive grasp on how gender is intertwined with the past, present and future of Africa. It is understood that the level of exposure to gender studies and to Africa may vary greatly from student to student. However, that does not mean we should commit the mistake of treating the subject matter with kid gloves. Participation and discussion will drive this course and it has been designed in a way that will provide an initial general overview, then narrow into specific themes within our focus.

**Requirements:**
- This class will have a **mid-term** and **final exam**.
- Class participation is essential for a course of this nature; everyone is expected to keep up with the reading to promote thoughtful contribution. **Quizzes** will be administered throughout the course.
- The last week of the course will be dedicated to **group presentations**. Groups will be formed at the beginning of the semester. Groups are expected to create an exposé of the country from our gendered point of focus. Creativity and the use of alternative presentation methods are greatly encouraged (think PREZI). More information on this project will follow.
- Students will be required to prepare a **term paper** (1500-2500 words) critically responding to and analyzing the cultural and social implications of a current event on the African continent being covered in the media. Students will have the option of choosing (subject to professor approval) the subject matter for their own term papers. Their analysis of the current event should constitute the use of primary sources (news reports/interviews, speeches, new laws, etc.) and be supplemented with classroom texts, discussion and external academic research; the primary sources and their contexts should be expounded upon in the essay and the external academic research should take on the appropriate multidisciplinary perspective, if needed. The analysis of the selected topic should reflect a critical inquiry on how the current event in questions affects and influences thematic elements such as politics, economies, inter- and intra-national relations, population, urbanization, women, and religion for Africans living in Africa today.
- You will be required, over the course of this semester, to keep a personal **media journal**. Each week, you will select a piece of mainstream media pertaining to Africa (preferably
with a gendered slant as well) and write a thoughtful ½ - 1 page commentary. This exercise is less about regurgitating facts and more about generating an informed opinion on current issues and themes pertaining to gender in Africa. Aside from correctness in spelling, grammar, syntax, etc., the style of writing is your choice as this is a journal; however, your entries will be evaluated on thoughtfulness and adherence to thematic elements explored in class. Entries are due each Thursday and can be emailed with the link and the attached commentary.

**General Education Student Learning Outcomes:**

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

*Both SLOs will be evaluated through the Term Paper*

**Grading:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>50</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Random Quizzes</td>
<td>25</td>
<td>6.25 %</td>
</tr>
<tr>
<td>Media Journal</td>
<td>50</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>50</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
<td>25 %</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>50</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>75</td>
<td>18.75 %</td>
</tr>
<tr>
<td><strong>Total Potential Points</strong></td>
<td><strong>400</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A+ 97-100; A 93-96; A- 90-92;
- B+ 87-89; B 83-86; B- 80-82;
- C+ 77-79; C 73-76; C- 70-72;
- D+ 68-69; D 65-67; F 64 and below.

Please refer to the College Student Handbook for rules governing plagiarism.

Students are allowed two unexcused absences. Other than that, attendance is mandatory; in order for an absence to be excused, you will need to provide me with appropriate forms of documentation; unexcused absences past the allowed two will affect your class participation grade.

All work must be completed before you can receive a passing grade; failure to attend the final exam will result in your receiving an X for the course.

If you are having difficulties with the workload or any other type of issue with the course, please make an appointment with me as soon as possible so we can address the situation together.

**Required Reading:**


The literature listed in the syllabus in bibliographic form should be easily attainable through the databases at the College of Charleston. This literature will also be made available online (OAKS).

**Suggested Reading:**
Feminist Africa Journal of the African Gender Institute in Cape Town, South Africa (current and back issues free to all)

In addition to the literature listed in the syllabus, it would be wise to begin following blogs and news programs directed at our subject matter; search and find something that moves you. As for news sources, Al Jazeera and BBC provide ideal coverage of issues in Africa which extend further than what we normally encounter in media in the US. There are also news blogs and alternative news sources that provide a more personalized (or cynical) version of the news and are worth checking into. Local news from cities in various countries across Africa also provide more in-depth examinations.

The course schedule below is fairly set; however, should a change be necessary, it will be done in a timely fashion.

**Thursday, Jan 9th:** Introduction  
Deconstructing the African Renaissance Statue  
Organize groups and explain expectations and discuss current gender additions  

**Tuesday, Jan 14th:** In class discussion  
**HW Read:** Chapters 1 and 4 in *African Gender Studies: A Reader.*

**Thursday, Jan 16th:** Quiz. In class discussion  
1st Media Journal Entry Due  
Chapter 2 in the Gender Reader  
**Gender, Religion and Spirituality (WEEKS 3 & 4)**  
**Tuesday, Jan 21st:** In class discussion  
Groups declare country and discussion about project guidelines  

**Thursday, Jan 23rd:** In class discussion  
2nd Media Journal Entry Due  
**HW Read:** None

**Tuesday, Jan 28th:** Lost due to Weather  
**Thursday, Jan 30th:** In class discussion  
3rd Media Journal Entry Due (DUE SATURDAY FEB 1st BY MIDNIGHT)

Tuesday, Feb 4th: Quiz. In class discussion
Students settle term paper topics

Documentary: Gender against Men


Gender and Conflict (WEEKS 5 & 6)

Thursday, Feb 6th: Finish Gender against Men
In class discussion

4th Media Journal Entry Due


Tuesday, Feb 11th: In class discussion


Thursday, Feb 13th: In class discussion

Documentary: Female Ex Combatants find Livelihoods and Acceptance in Burundi

5th Media Journal Entry Due


Tuesday, Feb 18th: In class discussion
Quiz


Gender and Politics (WEEKS 7 & 8)
Thursday, Feb 20th: In Class Discussion
Documentary: Women Rising: Political Leadership in Africa
6th Media Journal Entry Due
HW Read: Chapter 12 in African Gender Studies


Tuesday, Feb 25th: In class discussion
South2North Interview with Madam President Joyce Banda of Malawi
HW: Study for Midterm

Thursday, Feb 27th: MIDTERM

SPRING BREAK: MARCH 1st – 9th

Women in Development (WEEKS 9 & 10)
Tuesday, Mar 11th: Ted Talk: Theo Sowa on women in grass roots development and change
In class discussion
HW Read: Chapters 16 & 17 in African Gender Studies

Thursday, Mar 13th: In class discussion
7th Media Journal Entry Due

Tuesday, Mar 18th: In class Discussion

Thursday, Mar 20th: In class Discussion
Quiz
8th Media Journal Entry Due
HW Read: Chapter 8 African Gender Studies

Gender and Identity Constructs (WEEKS 11 & 12 & 13)
Tuesday March 25th: In class discussion  
HW Read: Chapter 5 in *African Gender Studies*  

Thursday, March 27th: In Class Discussion  
9th Media Journal Entry Due  

Tuesday, April 1st: In class discussion  
Documentary: Call me Kuchu  
HW: none  
Thursday, April 3rd: Finish Documentary  
In Class Discussion  
10th Media Journal Entry Due  
Chapter 9 in *African Gender Studies*

Tuesday, April 8th: In Class Discussion  
Documentary: BBC’s Homosexuality is Un-African  
HW Read: none. The following class will diverge from the overall topic in commemoration of the 20th anniversary of the Rwandan Genocide.

Thursday, April 10th: Quiz, In class discussion  
11th Media Journal Entry Due  
Documentary: Ladies First  
HW Read: TBD

*Current Gender (WEEK 14)* Subjects generated by students during first few week of class

Tuesday, April 15th: In class discussion on selected topic/text.

Thursday, April 17th: Student Presentations

12th Media Journal Entry Due

Tuesday, April 23rd: Student Presentations  
Term paper Due
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________
TO: Curriculum Committee                   Date: 2/17/2014

RE: Classics: Certification for CLAS Courses (Previously Taught as CLAS 203: Special Topics)

• Over the past several years Classics has offered special topics courses in the areas of Classical civilization, culture, and archaeology (CLAS) to test how best to coordinate and expand our programming in these areas. CLAS 203: Special Topics is certified for general education credit.

• Classics is now submitting a proposal to the Curriculum Committee to regularize this course, and the proposal will be considered on the Feb. 21 cycle. These courses represent major topic areas important for a major/minor in Classics, but will also appeal broadly to students interested in culture and societies.

• We request that these courses (counted for general education as CLAS 203) now be counted as regularized courses for general education credit. The certification form and syllabus for each are attached.

• Course (New):
  • CLAS 223: Aegean Prehistory
  • CLAS 225: The Archaeology of Athens
  • CLAS 226: The Archaeology of Rome
  • CLAS 320: State Formation in the Mediterranean World
  • CLAS 322: Mediterranean Landscapes
  • CLAS 324: Ancient Mediterranean Economies
  • CLAS 343: Luxury and Status in Ancient Rome
  • CLAS 345: Love, Beauty, and Sexuality in the Greco-Roman World
  • CLAS 356: Ancient Roman Letters

Respectfully Submitted,

Timothy S. Johnson
Professor/Chair
Classics
Request Form for General Education Certification:  
Humanities Requirement: (Please include a syllabus)

Faculty Member(s): James Newhard  
Course Number: CLAS 223  
Course Name: Aegean Prehistory

This Course is currently Listed in the Undergraduate Catalog  Yes___   No__X_  
(If your answer is “No”, please explain the status with the curriculum committee)  ___ submitted for listing in Undergraduate Catalog  

The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.

Department of faculty member(s): Classics  

Course Description:

This course introduces the cultures of the Aegean Basin from the Palaeolithic through Late Bronze Age, including the Mycenaean and Minoan civilizations. By taking this course a student will learn about the foundational period and cultures for Classical civilizations.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   Through their study of the Aegean Basin from the Palaeolithic to Late Bronze Age, including the Mycenaean and Minoan civilizations, students will learn the foundational period for Classical culture, including the arts, political structures, trade, and religion. A special focus is placed upon how the archaeological evidence aids our understanding of Greek social, economic, and political processes through time.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   CLAS 223 investigates how ideas/values of prehistoric Aegean civilizations can be detected and interpreted from its physical remains. Attention is given to archaeological methodologies, data collection, and assessment of their reliability.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

CLAS 223 examines archaeological matter and data necessary for understanding Aegean prehistoric civilizations and their contributions to Greek culture more broadly. This archaeological material, its collection and interpretation, is an indispensable primary source.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

CLAS 223 students interpret an artifact or assemblage of artifacts from Aegean prehistory and assess its cultural role with a written paper due toward the end of the semester.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/ or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>

A single assignment will measure both SLOs, in this case the research paper for the course.

**Signature Assignment: Research Paper**

As a major component of this course you will be required to complete a research paper. In this paper you will examine a particular aspect of Aegean Prehistory, such as how the development of the Minoan Palaces, as presented by archaeological evidence, both reflects and constructs cultural values for Minoan society and those it influences. To sustain your argument, your paper must analyze significant archaeological primary source evidence and situate it within its appropriate cultural contexts. Your evidence, arguments, and conclusions should also engage the relevant secondary scholarship.
III. SYLLABUS REQUIREMENT

Syllabi **should** include the following:

“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

```
General Education Student Learning Outcomes

• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. *(do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)*

These outcomes will be assessed on the SHORT ESSAY #3 *(you must specify which one!!!)*

LATER IN THE SYLLABUS….it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
```
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________
Classical Civilization 223
Aegean Prehistory

Course #: CLAS 225
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

General Education Student Learning Outcomes:
This course meets the following General Education requirements for Humanities:

• Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
• Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed via the research paper for the course.

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 OAKS
• 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”)

OAKS:
- This course will be managed through OAKS. 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 and 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 at least 10 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.instappress.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:

Nestor: http://classics.uc.edu/nestor/  Online searchable database expressly for Aegean
Prehistory. Entries after 2006 found in hard copy in the Classics Seminar Room.

L’Année philologique: http://www.annee-philologique.com/aph/  Online searchable
database for all things classical – hard copy version found in the Classics Seminar
Room. Available from on-campus computers only.
Numerous journals are found in the library and via JStor, Elsevier, and Academic Search Premier.

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II</td>
<td>20%</td>
</tr>
<tr>
<td>Outline/Bib</td>
<td>10%</td>
</tr>
<tr>
<td>Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**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 OAKS)  
  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 I

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**
An in-depth exploration of the physical remains of Athens from the Prehistoric through Roman periods. Specific focus will be placed on how these remains increase our understanding of social, economic, and political developments through time.

I. **Explain how the proposed course satisfies the following Approval Criteria for Humanities:**

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   Athens stands as one of the pre-eminent archaeological sites, having profoundly affected every component of our understanding of ancient Greek and Mediterranean culture and history. Therefore, the archaeology of Athens provides a case-study where introductory-intermediate students can engage in learning fundamental skills necessary for understanding the means by which the physical remains of the classical world are studied and brought into larger discussions about socio-economic and political structures of complex societies.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   “The Archaeology of Athens” investigates how ideas/values of archaic and classical Athens (e.g., religion; status; friendship; enmity) can be detected and interpreted from its physical remains. Attention is given to archaeological methodologies, data collection, and assessment of their reliability.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

“The Archaeology of Athens” examines historical records (inscriptions and later 'historical' treatises) and archaeological matter necessary for understanding classical Athens and its contribution to Greek culture more broadly.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

In “The Archaeology of Athens” students interpret a Greek monument and assess its cultural role with a written paper due toward the end of the semester. There are additional essays included on exams.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/ or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>

**Signature Assignment/s:** This course will meet both assessments with one signature assignment, in this case the research paper for the course, due near the end of the semester.

**Research Paper.** You will produce a research paper discussing a particular monument discussed in your Oral Presentation (e.g., the Parthenon; Panathenaic Frieze; the Temple of Poseidon at Sounion). You will examine relevant evidence for the monument and interpret the material employing the concepts, methods, and practices appropriate to classical archaeology. I expect a paper of quality to be at least 10 pages, excluding bibliography, footnotes, and supporting figures. Specific writing requirements and rubrics are available on OAKS.
Content. I will be looking for these points to be included in some fashion. Normally, I anticipate the first 3 elements to be addressed in short order, leaving the bulk of the paper to discuss elements related to context and significance.

1. Introduction with a clearly expressed thesis statement
2. Review of the primary major works published on the monument
3. Formal Description – What is it? Where is it? What does it look like?
4. Significance – Situate the monument within its cultural and archaeological contexts. What was it used for in Athenian life? How does it contribute to our understanding of Athenian topography/Athenian archaeology? How does the paper subject fit into our understanding of the Athenian world?
5. Debates/Issues – Are there any underlying problems or issues in interpretation with the monument? Given debates/issues, what is the best resolution?
6. Conclusion

SYLLABUS REQUIREMENT
Syllabi should include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.
Example:

General Education Student Learning Outcomes

• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS….it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________
Classics 225
The Archaeology of Athens

Course#: CLAS 203.01
Meeting Time: MWF 9:00 – 10:00
Place: ECTR 118

Instructor: Dr. James Newhard
Office: Randolph 308b
E-mail: newhardj@cofc.edu
Office Phone: 843-953-5485
Office Hours: MW 10 – 12
and by appointment

General Education Student Learning Outcomes:
This course meets the following General Education requirements for Humanities:

- Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
- Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed via the research paper assignment for the course.

Course Goals:
This course is an in-depth discussion of the physical remains of Athens from the Prehistoric through the Roman periods. Specific focus will be placed upon how these remains lend an understanding of social, economic, and political processes through time.

From this course, students will gain a specific exposure to the socio-political development of Athens through the study of the built landscape of Attica. Via the completion of a research paper, students will gain exposure to relevant literature pertaining to Athenian archaeology, and gain research skills relevant to a classical archaeologist. An oral component of the course also hones skills in public speaking and formal presentation.

Required Text:
Camp, J.M.
2001 The Archaeology of Athens. Yale University Press. ISBN#0-300-10151-1

Hard Copy Reserve:
Alcock, Susan E. and Robin Osborne (eds.)
Burkert, Walter
Camp, John M.
Cosmpoulos, Michael B. (ed.)

Eliot, C. William
1962 *Coastal Demes of Attika: a Study of the Policy of Kleisthenes.* Toronto: University of Toronto Press. DF261 .A8E4

Garland, Robert.

Goldhill, Simon and Robin Osborne (eds.)

Hurwit, Jeffrey M.

1999 *The Athenian Acropolis: history, mythology, and archaeology from the Neolithic era to the present.* Cambridge: Cambridge University Press. DF287.A2 H87 1999

Jenkins, Ian.

Neils, Jenifer


Neils, Jenifer (ed.)


Osborne, Robin


Robertson, Martin

Simon, Erika.

Thompson, H.A. and R.E. Wycherley

Special Collections
Travlos, John
1971 *The Pictorial Dictionary of Ancient Athens.* NA280 .T68

**Electronic Books (available through CofC Libraries website)**
Shipley, Graham and John Salmon (eds.)

Tandy, David

**Journals of Interest**
Much of the information that you will need to access for research will be in academic journals, many of which publish articles that are NOT in English. Fear them not. In these days of world-wide access to information, we need to lose our trepidation with data not found in our mother-tongue.

I’ve given the major journals for classical archaeology, along with their most common abbreviations. When reading, you will likely be assaulted with a barrage of journal abbreviations. An exhaustive (but by no means complete) list can be found at [http://www.ajaonline.org/index.php?ptype=page&pid=8](http://www.ajaonline.org/index.php?ptype=page&pid=8). Also be aware that there is some but not complete standardization in abbreviating journal titles.
Mostly German
AA       Archäologischer Anzeiger.
ANRW     Aufstieg und Niedergang der römischen Welt.
Ant. Welt. Antike Welt.
JDAI     Jahrbuch des Deutschen Archäologischen Instituts.
JÖAI     Jahreshefte des Österreichischen Archäologischen Institutes in Wien.

Mostly Greek
AAA       Αρχαιολογικα αναλεκτα εξ Αθηνων. (Archaiologika analekta ex Athinon)
Arch. Delt. Αρχαιολογικων Δελτιων. (Archaiologikon Deltion)
Arch. Eph. Αρχαιολογικη Εφημερις. (Archaiologiki Ephimeris)
Ergon     Εργον της εν Αθηναις Αρχαιολογικης Εταιρειας. (Ergon tis en Athines Archaiologikis Eterieias)
Praktika  Πρακτικα της εν Αθηναις Αρχαιολογικης Εταιρειας. (Praktika tis en Athines Archaiologikis Etereias)

English
AJA       American Journal of Archaeology.
BSA       Annual of the British School in Athens.
CJ        Classical Journal.
Hesperia  Hesperia.
JHS       Journal of the Hellenic Society.

Mostly French
BCH       Bulletin de correspondence hellène.
CRAI      Comptes rendus des séances de l’Académie des inscriptions et belles-lettres.

Electronic Resources:
L’année philologique: This is a comprehensive bibliography of all things classical – philology, history, and archaeology. The hardcopy version is available in Classics Conference Room 301B Randolph, while the electronic (and searchable) version is available from all computers on the campus network and available via the library (http://libguides.library.cofc.edu/classics). USE IT!
The Agora Excavations: EXTREMELY useful site – has more information than you can digest with several visits. Low quality .pdf versions of the “Agora Picture Book” series available as well.
http://www.ascsa.edu.gr/index.php/excavationagora

Course Requirements
Attendance/Preparation: Class attendance and preparation 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 and will form part of your final grade. Excused absences will be considered only for students who obtain an official excuse from the Dean of Students. Much of what we will learn will come out of lecture and discussion in class. Being present in class is an important step. Coming to class prepared includes having read the assigned material, and having questions or thoughts about the information presented. IN ADDITION, it is assumed that you will have read any sites and monuments briefs located within the second section of the textbook for the monuments listed for particular days. 10 unexcused absences will be considered excessive, and will result in a grade of a WA for the course (quality points equivalent to an “F”).

Exams: There will be two one-hour exams and a comprehensive final. These exams will most likely take the form
of slide identifications 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 Students. A missed test counts as a zero.

**Oral Presentations:** Each of you will be responsible for presenting a BRIEF 15-minute oral report to the class on a specific site or monument under discussion.

**Homework:** On at least 2 occasions, you will be required to draw plans of Athenian topography. These do not necessarily need to be to scale or objects of artistic perfection. Nonetheless, they should be of appropriate detail so that features are clearly marked and their relationships to other features are clearly represented. You will bring 2 copies of your work to class – one of which will be turned in at the beginning of class (a photocopy is perfectly fine).

**Research Paper:** A researched paper discussing a particular monument discussed in your Oral Presentation. While I hate to give lengths, I expect a paper of quality to be 10 pages, excluding bibliography, footnotes, and supporting figures. Professional standards of research and citation apply (quality work will not rely upon internet resources, and fully cite all ideas not your own). Failure to cite resources and/or provide proper attribution to other people's ideas and work is a form of academic dishonesty, and is a violation of the College's Honor Code. A draft of the paper is due on November 9. The paper is due within 15 minutes with the start of class on December 3, 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 day late (not counting holidays).

**Grading System:**

Exams and the final grade will receive a letter grade based on the following grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
<tr>
<td>WA</td>
<td>excessive absences. quality points equivalent to “F.”</td>
</tr>
<tr>
<td>XF</td>
<td>Honor Code violation. quality points equivalent to “F.”</td>
</tr>
</tbody>
</table>

**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.**

**Disability/Access Statement**

If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss this with me during my office hours.

**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, it is common courtesy and a matter of respect to sit patiently and quietly. Paying attention at these moments 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 insensitive and rude to your fellow classmates and me.

Availability
If you have any questions or concerns - now or during the session - feel free 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. Reading assignments are listed on the calendar within OAKS. If a journal article is assigned, I do not provide a copy if that journal is maintained by the Addlestone Library, but assume you will be able to find it on your own.

Course Schedule

Week 1:
- W 8/22 Receive Syllabus
- F 8/24 Natural setting of Attica
- F 8/24 Prehistoric Athens: Palaeolithic through LBA

Week 2:
- M 8/27 Early Iron Age (“Dark Age”)
- W 8/29 Early Iron Age (“Dark Age”)
- F 8/31 Geometric Athens

Week 3:
- M 9/3 Geometric Athens II
- W 9/5 Geometric Athens III
- F 9/7 NO CLASS
<table>
<thead>
<tr>
<th>Week 4:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>7th Century Athens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>6th Century: Solon and Peisistratos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/14</td>
<td>6th Century: Solon and Peisistratos, Old T. to Athena</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/17</td>
<td>Prytaneion, Olympeion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Review for Exam I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Exam I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/24</td>
<td>Athens at the turn of the century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td>Royal Stoa, T. of Apollo Patroos/Zeus Phratrios/Athena Phratria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>Metroon, Bouleterion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01</td>
<td>Archaic Parthenon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/02</td>
<td>Last day to withdraw from classes with a grade of &quot;W&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/03</td>
<td>Athens and Attica: Town and Country in 5th Century Athens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/05</td>
<td>Brauron, Eleusis, Thorikos “Theatre”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/08</td>
<td>T. of Poseidon at Sounion, the Piraeus, Laurion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Periklean Athens and the 5th Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td>Periklean Athens and the 5th Century II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15</td>
<td>FALL BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Pnyx, Tholos, Stoa Poikile</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan of Athenian Acropolis DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/19</td>
<td>T. of Hephaistos, Periklean Odeion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22</td>
<td>Propylaia, Asklepieion, T. of Athena Nike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td>Parthenon Metopes, Panathenaic Frieze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/26</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/29</td>
<td>Elgin Marble Controversy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>Summarizing the 5th Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review for Exam II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/05</td>
<td>Exam II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/07</td>
<td>End of the 5th and 4th Century Athens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/09</td>
<td>Houses, Fortifications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13:</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/12</td>
<td>Erechtheion, Akademy/Lykeion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan of Agora DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/14</td>
<td>Tower of the Winds, Theatre of Dionysos, Zeus Polias,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stoa of Attalos, Lysikrates Monument</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 14:                |
M  11/19  *Graecia Capta:* Roman Athens, *Shrine of Caesar and Augustus*
W  11/21  THANKSGIVING BREAK
F  11/23  THANKSGIVING BREAK

**Week 15:**
M  11/26  Odeion of Agrippa, Roman Agora, Latrines, Philopappos Monument
W  11/28  Arch of Hadrian, Library of Hadrian, T. of Ares
F  11/30  Class Recap

**Week 16**
M  12/03  Review for Final

**Final Exam:** Friday, December 7, 8:00 am.
Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): James Newhard, Allison Sterrett-Krause
Course Number: CLAS 226
Course Name: The Archaeology of Rome
This Course is currently Listed in the Undergraduate Catalog Yes___ No__X_
(If your answer is “No”, please explain the status with the curriculum committee)___submitted for listing in Undergraduate Catalog________________
The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.
Department of faculty member(s): Classics________________
Course Description:

This course explores the development of Rome as a major city and archaeological site from its Iron Age beginnings to its height as an imperial capital. Detailed study of the archaeological remains demonstrates how cities change over time and how social and political trends shape the urban landscape.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

Rome stands as one of the pre-eminent archaeological sites, having profoundly affected many components of our understanding of the city and Mediterranean culture and history. Therefore, the archaeology of Rome provides a case-study where introductory-intermediate students can engage in learning fundamental skills necessary for understanding the means by which the physical remains of the classical world are studied and brought into larger discussions about socio-economic and political structures of complex societies.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

“The Archaeology of Rome” investigates how ideas/values of archaic, classical, and post-classical Rome (e.g., religion; status; friendship; enmity) can be detected and interpreted from its physical remains. Attention is given to archaeological methodologies, data collection, and assessment of their reliability.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

“The Archaeology of Rome” examines archaeological matter along with historical records (inscriptions and later 'historical' treatises) necessary for understanding classical Rome and its contribution to Roman culture more broadly.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

In “The Archaeology of Rome” students interpret a monument in the city of Rome and assess its cultural significance with a written paper due toward the end of the semester. Students complete additional writing assignments during class participation exercises and in the group creative project. (e.g., the creation of a wiki–site on an a culturally-appropriate monument).

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>

**Signature Assignment/s:** This course will meet both assessments with one signature assignment, in this case the research paper due near the end of the semester.

**Research Paper:**
You will complete an individual research paper on a monument or site in Rome (e.g, Arch of the Argentarii, Milvian Bridge, Baptistery San Giovanni Laterano, Pantheon). You will examine relevant primary and secondary evidence for the monument and interpret the material employing the concepts, methods, and practices appropriate to classical archaeology. I expect a paper of quality to be in the neighborhood of 8-10 pages, excluding bibliography, footnotes, and supporting figures. Specific writing requirements and rubrics are available on OAKS.
Content. I will be looking for these points to be included in some fashion. Normally, I anticipate the first 3 elements to be addressed in short order, leaving the bulk of the paper to discuss elements related to context and significance.

1. Introduction with a clearly expressed thesis statement
2. Review of the primary major works published on the monument
3. Formal Description – What is it? Where is it? What does it look like?
4. Significance – Situate the monument within its cultural and archaeological contexts. What was it used for in Roman life? How does it contribute to our understanding of Roman topography/Roman archaeology? How does the paper subject fit into our understanding of the Roman world?
5. Debates/Issues – Are there any underlying problems or issues in interpretation with the monument? Given debates/issues, what is the best resolution?
6. Conclusion

SYLLABUS REQUIREMENT
Syllabi should include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

General Education Student Learning Outcomes

• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS….it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________
The Archaeology of Rome

CLAS 226

Instructor: Dr. Allison Sterrett-Krause
Randolph Hall 306C  
Email: sterrettkrauseae@cofc.edu
Office Hours: MWF 12:50-1:30p, T 1:30-3p  
Office: 843-953-5887
Meetings also available by appointment  
Cell: 843-868-1323

Course description
This course explores the development of Rome as a major city and archaeological site from its Iron Age beginnings to its heyday as an imperial capital and beyond. Detailed study of the archaeological remains demonstrates how cities change over time and how social and political trends shape the urban landscape.

In this course, students will develop significant familiarity with the city of Rome as a central feature in the Mediterranean world through course readings, lectures and slides, in-class discussions, individual research projects and class presentations, group creative projects, and the production of hand-drawn maps. The skills involved in these assignments provide an introduction to discipline-specific research skills and methodology for classical archaeologists.

General Education Student Learning Outcomes

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed via the individual research paper, due a week after the date of your presentation near the end of the semester.

Course Textbooks
Other readings as assigned (physical and/or electronic reserves)
Course requirements

Class participation 15%
Individual research process steps 10%
Individual research paper 20%
Individual research presentation 10%
Group creative project 15%
Map x 3 30% (10% each time)

Class participation consists of attending class regularly, answering questions, and contributing to group discussions. Participation is graded daily and requires active engagement in class material—attendance is not sufficient alone. Participation points cannot be made up because you cannot participate if you are not in class. I make allowances for three (3) absences or days when you are completely unprepared.

Each student will complete an individual research project on a monument or site in Rome, which project in total contributes 40% of your grade in the course. Completion of preliminary steps in the research process (see attached handout) will guide you to writing the research paper, which should be in the neighborhood of 8-10 pages long. In a 10-minute presentation, you will teach the other students in the class about your assigned monument.

Hand-drawn maps, which take the place of exams in this class, will help you to develop a detailed understanding of the topography of Rome as you situate each monument in its place upon the physical topography of the site of Rome. You will draw a large format map (in the medium of your choice, as long as it’s by hand and not by computer) that will trace the development of Rome over time; each time you hand in the map I will grade you on accuracy and presentation. Hand drawing is a skill that archaeologists (still!) use in the field on a regular basis and this project is designed to help you hone that skill.

The group creative project is the final project for this course, to be completed in groups of 4 or 5, which I will assign. This project is a creative but research-based analytical project which will produce a wiki page on our class wiki site. Each group is charged with creating a new monument to erect in the city of Rome at some period that we have studied (Monarchy, Republic, Principate, Empire, Late Empire). Using all your knowledge of themes in ancient art, context-versus-content, and iconography, your group will design this new monument by analyzing other examples from the period, and each group will situate the new monument in its historical and archaeological context.

The wiki site you build, modeled after the Wikipedia site for the Flavian Amphitheater (Colosseum), will answer many questions: Where will your monument be placed? What sort of monument will you build? What material will you employ? How will it be decorated? Who is its intended audience? What themes will you emphasize? And how will your monument complement other monuments constructed in that period and in previous eras? You should explain your choices, and especially consider your monument in relation to other monuments of the period. Your web page should include sketches or plans of your proposed monument (artistic ability will not be graded per se,
but your site should include at least one visual aid). You should employ at least 4-6 scholarly sources in your consideration of themes and iconography, and you should make copious reference to other sites and monuments that we have studied.

Each individual will also hand in an individual evaluation form (available on OAKS) detailing the contributions of each member to the finished project. Each person will receive an individual grade for the group project; in assigning each grade, I will consider your finished webpage and the evaluations that each team provides (rubric available on OAKS).

A word on working with others in teams
You may not like it, but in the world you will need to work with others on many different projects—your colleagues on a proposal or research project at work, the other parents on coaching your child’s soccer team, or your neighbors on organizing the community garage sale. Each person will bring different skills and strengths to the project, and it is up to you to work together to produce a finished product.

Sometimes someone on your team will not want to pull his or her own weight. It might be more comfortable just to do the work for that person, but doing extra work is unfair to you, and putting someone’s name on work to which they did not contribute substantially is a violation of the rules of Academic Conduct. If you are running into trouble with one member of the group (not doing any work, or bossing everyone around, etc.) you should confront that person in an assertive but friendly way and let him or her know what the problem is. Together you should discuss solutions. If that discussion does not bring about positive change, your entire group should make an appointment to speak with me about the problem, and I will help you to consider some different solutions.

You will evaluate the contributions of your partner or team members when you hand in the assignment. How did each person contribute to the finished project? What problems did you face in working with these people? What was your team or partner particularly good at? What grade does each person deserve? You should answer the questions thoughtfully and honestly; you are on your honor to do so.

Preliminary Schedule

Assigned readings should be done prior to coming to class. When whole books are assigned as additional reading, you should read the Introduction and Conclusion, skim the text, and look at the figures and the table of contents. Try to get a general sense of the author’s point—why did he write this book? What is she trying to tell you? Do you believe him?

Sites noted in italics have entries in Claridge’s Rome, which you should read before class. You will probably also want to consult the Topographical Dictionary of Ancient Rome, available online at Lacus Curtius.
Week 1: Italy and Rome, The Lay of the Land; The History of Roman Archaeology
Claridge Historical Introduction
Biers, Art Artefacts and Chronology in Classical Archaeology, ch. 1
Sear, ch. 2 “Roman Building Types”

Week 2: Early Rome and Latium
Holloway 1994, The Archaeology of Early Rome and Latium, ch. 1
Carandini 2011, Rome Day One (all)
House of the Vestal Virgins
Regia
Servian Wall
Temple of Jupiter Capitolinus
Comitium and the Black Stone

Week 3: Roman Republic 1
Coulston and Dodge, ch. 1 (by Christopher Smith)
Sear, ch. 1
Ammerman The making of the Roman Forum, AJA
Cloaca Maxima
Shrine of Venus Cloacina
Temples at San Omobono
Temple of Saturn
Temple of Castor
Temples in Largo Argentina
Republican City Wall
Forum Boarium
Forum Holitorium

Week 4: Roman republic 2
Coulston and Dodge, ch. 2 (by Tim Cornell)
Via Appia
Aqua Appia, Marcia, Tepida
Porticus Aemilia
Horrea Vespasiani – Etruscan and Republican Houses
Forum of Julius Caesar
Theater and Porticus of Pompey
Temple of Portunus
Temple of Magna Mater on the Palatine
Fabricius’ Bridge
Map 1 due: Regal and Republican Rome

Week 5: Augustus 1: Roman Forum, Forum Augusti, Palatine
Zanker, The Power of Images In the Age of Augustus, on Forum of Augustus
Sear, ch. 3
Augustus, Res Gestae
House of Augustus on the Palatine
House of Livia on the Palatine
Temple of Apollo
Forum of Augustus
Temple of Mars Ultor
Porticus of Gaius and Lucius
Temple of Divus Julius

Week 6: Augustus 2: Campus Martius
Zanker, The Power of Images In the Age of Augustus, on Campus Martius
Coulston and Dodge, ch. 3 (by Susan Walker)
Mausoleum
Horologium
Ara Pacis
Theater of Marcellus
Theater and Crypta Balbi

Week 7: Julio-Claudians
Coulston and Dodge, ch. 5 (Janet Delaine), ch. 7 (Hazel Dodge)
Temple of Claudius Platform
Esquiline Wing of the Golden House
Caelian Aqueduct
Aqua Virgo
Baths of Nero
Nero's Circus
Vatican Necropolis
Neronian nymphaeum

Week 8: The Flavians
Coulston and Dodge, ch. 8 (by Kathleen Coleman)
Sear ch. 7
Colosseum
Ludus Magnus
Meta Sudans
S. Clemente (house and warehouses underneath)
Temple of Vespasian and Titus
Forum of Peace
Arch of Titus
Palace of Domitian
Circus Maximus
Stadium/Piazza Navona

Week 9: Trajan
Sear ch. 8 to p. 165
Forum Transitorium
Forum of Trajan
Basilica Ulpia
Markets of Trajan
Column of Trajan
Baths of Trajan

Week 10: Hadrian
Sear ch. 8, p. 165-end
Lancaster, Concrete Construction, on the Pantheon
Pantheon
Temple of Venus and Roma
Temple of Deified Hadrian
Mausoleum of Hadrian

Week 11: Antonines or the Good Emperors
Clarke, Art in the Lives of Ordinary Romans, “The All Seeing Emperor and Ordinary Viewers: Marcus Aurelius and Constantine”
Column of Antoninus Pius
Column of Marcus Aurelius
Temple of Antoninus and Faustina

Week 12: Severans, Soldier Emperors, and Tetrarchy
Sear ch. 9
Coulston and Dodge, ch. 4 (by Jon Coulston)
Arch of Septimius Severus
Septizodium
New Rostra
Curia
Baths of Caracalla
Baths of Diocletian
Arch of the Argentarii

Week 13: The Emperor Constantine and Beyond
Holloway, Constantine and Rome
Sear ch. 12
Basilica of Maxentius
Milvian Bridge
Arch of Constantine
Temple of Divus Romulus
Column of Phocas

Week 14: Christian Rome
Coulston and Dodge, ch. 11 (by Neil Christie)
Vatican/Old St. Peter’s
St. John Lateran and Baptistery
Catacombs
Week 15: In-class group meetings for final project
This schedule is subject to revision at the instructor’s discretion.
Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)

Faculty Member(s): James Newhard
Course Number: CLAS 320
Course Name: State Formation in the Greco-Roman World
This Course is currently Listed in the Undergraduate Catalog  Yes___  No__X__
(If your answer is “No”, please explain the status with the curriculum committee)___ submitted for listing in Undergraduate Catalog________________
The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.

Department of faculty member(s): Classics______________________________

Course Description:

This course explores how complex states developed within the Greco-Roman World. These centuries of transformation are a means to understand better the polis-system of socio-political organization, as well as the processes by which societies form.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

Students learn about the cultural phenomenon of state-formation within the Greco-Roman World, and how the principles of the polis-system interacted with the wider Mediterranean and are reflected in contemporary political organizations. Specific focus is placed upon how these remains lend an understanding of social, economic, and political processes through time.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

CLAS 320 investigates how ideas/values expressed during the process of state formation can be detected and interpreted from its physical remains. Attention is given to historical (written) evidence and archaeological methodologies, data collection, and assessment of their reliability.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

CLAS 320 examines textual and archaeological matter necessary for understanding the process of state formation in the Greco-Roman world and how this process reflects Greco-Roman culture more broadly.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

In CLAS 320 students interpret a feature of state formation in the Greco-Roman world and assess its cultural role in essays on exams and a written paper due toward the end of the semester.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Student Learning Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Evidence: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

Standard: 80% of students receive a score of 3 or 4 on each dimension.

Rubric for SLO 2

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: identify and/ or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td>Context: situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td>Interpretation:</td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>

A single assignment will assess both SLOs, in this case an essay on the take home exam (second exam) due near the end of the course.

Signature Assignment:

Essays should be typed in double-spaced Times New Roman font with 1-inch margins, and be between 1000 and 2000 words. Academic standards of citation apply. DUE MONDAY, NOVEMBER 4.

A popular model to describe state formation in the Greek World can be expressed as follows: the geographical and environmental conditions of Greece create a landscape of isolated valleys and coastal plains with limited arable land and heterogeneous weather patterns. As populations
increase, the limited resources create inequalities within and between regions, which are expsagerated as populations increase and place greater demands on resources. Increasing social stratification, elite competition, inter-poleis warfare, and colonization can be viewed as signs of this basic process that explains the shift from small communities to regional, complex state societies between the 10th and 6th centuries.

However, criticisms may be laid at the feet of this interpretation. Demography is a terribly difficult variable to quantify, and the model speaks to a somewhat mechanistic response to a crisis of resources – if such a crisis did, indeed, exist.

If population pressures did not create the underlying impetus for rising complexity, what are the processes at play to explain the rise of state systems in the Aegean World? Is the above model correct, or is there another, better, model worthy of consideration? Be sure to support your argumentation with a full analysis of the appropriate primary sources and situate your conclusions with the cultural contexts of the 10th-6th centuries.
SYLLABUS REQUIREMENT
Syllabi **should** include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

---

**General Education Student Learning Outcomes**

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. *(do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)*

These outcomes will be assessed on the **SHORT ESSAY #3 (you must specify which one!!!)**

---

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion 10%
- Quizzes 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home) 15%
- Midterm Exam 20%
- Comparative Analysis Paper (6-8 pgs.) 20%
- Final Exam 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________
CLAS 320.01
State Formation in the Mediterranean World

Course#: CLAS 320.01
Meeting Time: MWF 12:00 – 12:50
Place: Maybank 306

Instructor: Dr. James Newhard
Office: Randolph Hall 308B
E-mail: newhardj@cofc.edu
Phone: 843-953-5485
Office Hours: M/T: 9:00 – 10:00
W: 10:00 – 11:00
and by appointment

General Education Student Learning Outcomes:
This course meets the following General Education requirements for Humanities:

- Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
- Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed via an essay on the take home exam (second exam) due near the end of the course.

Course Goals:
This course is a discussion of how complex states developed within the Greco-Roman World, specifically, the societies of the 12th – 6th centuries in the Greek world and extending slightly later in the Italian peninsula – a period of unique transformations that sees society develop from the period of instabilities of the decline of Bronze Age societies, through the socio-economic and political developments of the 9th – 8th centuries, to the nascent political organization of the polis. Often seen as a precursor to the classical world, this class will explore these centuries of transformation as a means to better understand the resultant polis-system of socio-political organization, but also as a means to understand the processes by which complex societies form.

In so doing, the course explores a variety of evidence, including historical records (inscriptions and later 'historical' treatises), contemporary and later literary evidence, and archaeological material. Each of these bodies of evidence has its advantages and limitations. Our task will be to gain an understanding of how to responsibly utilize the evidence at hand so as to take advantage of their strengths while neutralizing their weaknesses. In addition, current theoretical frameworks will be used to help structure and refine our sense of the evidence, and to help explain the socio-political processes at work.

Required Texts

Electronic Resources
There is a site for this course which will be shortly activated through OAKS. You will find a copy of this syllabus, any major adjustments or announcements that may be required during the semester, links to approved on-line resources, and a listing of articles that will be used for class or may be of use for your research.

Other Resources
Me. I AM HERE TO HELP. If you need any type of assistance – help with the research paper, you wish to discuss the readings (either because they alter your world-view or because you're using them as sleeping aids) – please see this as an open invitation. I am more than happy to help expand/refine a paper topic, provide guidance for finding research materials, or informally reviewing your work. Stop by my office during office hours and other times (by appointment). In addition, I am always happy to help with any questions that you might have about the Classics and Archaeology Programs.

Course Requirements:

**ATTENDANCE, PARTICIPATION AND PREPARATION.** Daily Attendance is expected and will count for 10% of your final grade. Participation is an on-going component of your learning. Participating does not mean always having the right answer (there often isn’t a right answer), but it does involve some advance thought and preparation. In order to participate effectively, you must be prepared for class. You should read the assigned material before we discuss the material together in class. Bring your textbook, notes and questions with you each day. More than 10 unexcused absences will be considered excessive, and will result in a grade of a WA for the course (quality points equivalent to an “F”).

**ARTICLE ANALYSES:** There will be two assignments, where you will be asked to analyze journal articles. The first assignment will be to review an article and summarize its thesis, overall organization, and line of argument. The second assignment will ask to compare the line of arguments and structure of the first article with a second. A handout and rubric will be supplied at the beginning of week 2 to provide guidance.

**EXAMS:** There will be 1 one-hour tests, a take-home exam, and a two-hour comprehensive final. Make-up exams will be considered only for students who obtain an official excuse from the Dean of Students. A missed test counts as a zero.

**RESEARCH PAPER:** You will write a detailed and researched paper discussing a particular issue of the period. 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 research and citation apply (quality work will not rely upon internet resources, and you will fully cite all ideas not your own). Failure to cite resources and/or provide proper attribution to other people's ideas and work is a form of academic dishonesty, and is a violation of the College's Honor Code. An outline and preliminary bibliography is due on October 11, and will constitute 10% of your overall grade. The final paper is due within 15 minutes with the start of class on November 25, 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 day late (not counting holidays).

Evaluation/Grading:

Your final grade will be calculated in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Paper Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Article Analyses</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Grading System: Exams and the final grade will receive a letter grade based on the following grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
<tr>
<td>WA</td>
<td>excessive absences. quality points equivalent to “F.”</td>
</tr>
<tr>
<td>XF</td>
<td>Honor Code violation. quality points equivalent to “F.”</td>
</tr>
</tbody>
</table>

Intellectual Honesty:
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.

Classics Program 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.

Responsibilities
Your responsibilities will consist of coming to class prepared. This means having the assigned homework completed and having questions. If you do not have questions for me, I will have questions for you. You are also responsible for checking your email – both your Edisto account and through WebCT. If I need to communicate with you outside of class, it will be through these methods.

My responsibilities will include guiding you through the new material and expanding upon the reading; providing a cultural context for the reading material; designing and grading the papers and exams; and being open to respond to any learning challenges you may face.

If you have any questions or concerns - now or during the quarter - please 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. I am happy to help you with any questions you have about the Latin language.

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 read the assignment 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, it is common courtesy and a matter of respect to sit patiently and quietly. Paying attention at these moments 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 insensitive and rude to your fellow classmates and me.

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.

Course Calendar:
All aspects of this syllabus are subject to change if necessary at the instructor's discretion. All changes or amendments will be announced in class.

Week 1
- W 8/21 Introduction to class
- F 8/23 Economic and Socio-Economic Models I
  *Blanton, et al. (handed out in class)*

Week 2
- M 8/26 Economic and Socio-Economic Models II
  *Tandy (handed out in class)*
  LAST DAY TO DROP/ADD
- W 8/28 Research Methods
- F 8/30 Sources of Evidence
  *Greece in the Making* (hereafter, GIM): chapter 1

Week 3
- M 9/2 Sources of Evidence
  *The Beginnings of Ancient Rome* (hereafter, BEG. On OAKS): chapt. 1
- W 9/4 NO CLASS
- F 9/6 NO CLASS

Week 4
- M 9/9 The Environment of Greece
  *GIM: chapter 2*
  RESEARCH PAPER TOPICS ASSIGNED
  ARTICLE ANALYSIS #1 DUE
- W 9/11 Before the 'Dark Age' – Mycenaens
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 9/13</td>
<td></td>
<td>NO CLASS</td>
</tr>
<tr>
<td>M 9/16</td>
<td></td>
<td>Submycenaean Society I</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>GIM: chapter 3</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>ARTICLE ANALYSIS #2 DUE</td>
</tr>
<tr>
<td>F 9/20</td>
<td></td>
<td>The 9th Century I</td>
</tr>
<tr>
<td>M 9/23</td>
<td></td>
<td>The 9th Century II</td>
</tr>
<tr>
<td>W 9/25</td>
<td></td>
<td>The 8th Century I</td>
</tr>
<tr>
<td>F 9/27</td>
<td></td>
<td>GIM: chapter 4</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>The 8th Century II</td>
</tr>
<tr>
<td>M 9/30</td>
<td></td>
<td>The 8th Century III</td>
</tr>
<tr>
<td>W 10/2</td>
<td></td>
<td>Review for Exam I</td>
</tr>
<tr>
<td>F 10/4</td>
<td></td>
<td>Exam I</td>
</tr>
<tr>
<td>M 10/7</td>
<td></td>
<td>Homeric Society I</td>
</tr>
<tr>
<td>W 10/9</td>
<td></td>
<td>GIM: Chapter 5</td>
</tr>
<tr>
<td>F 10/11</td>
<td></td>
<td>The 7th Century I</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>GIM: chapter 6</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>The 7th Century II</td>
</tr>
<tr>
<td>M 10/14</td>
<td></td>
<td>PAPER OUTLINE DUE</td>
</tr>
<tr>
<td>W 10/16</td>
<td></td>
<td>FALL BREAK</td>
</tr>
<tr>
<td>F 10/18</td>
<td></td>
<td>The 7th Century III</td>
</tr>
<tr>
<td>M 10/21</td>
<td></td>
<td>The 6th Century I</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>GIM: Chapt. 7</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>The 6th Century II</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>GIM: Chapt. 8</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>W</td>
<td>10/23</td>
<td>The 6th Century III</td>
</tr>
<tr>
<td>R</td>
<td>10/24</td>
<td>Last day to withdraw from classes with a grade of &quot;W&quot;</td>
</tr>
<tr>
<td>F</td>
<td>10/25</td>
<td>The 6th Century IV</td>
</tr>
</tbody>
</table>

### Week 11

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| M   | 10/28 | The end of the Archaic  
GIM: Chapt. 9  
TAKE HOME EXAM ASSIGNED |
| W   | 10/30 | Latium I  
Smith, *Early Rome and Latium*. 129-232 (on OAKS) |
| F   | 11/1  | Latium II |

### Week 12

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| M   | 11/4  | Early Rome  
BEG: chapt 4  
TAKE HOME EXAM DUE |
| W   | 11/6  | Early Rome II |
| F   | 11/8  | ‘Etruscan Rome’  
BEG: chapt 6 |

### Week 13

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>11/11</td>
<td>‘Etruscan Rome’</td>
</tr>
</tbody>
</table>
| W   | 11/13 | Servius Tullius and reforms  
BEG: chapt 7 |
| F   | 11/15 | Servius Tullius and reforms  
BEG: chapt 7 |

### Week 14

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| M   | 11/18 | Rome in the 6th cent. and the expulsion of the Kings  
BEG: chapt. 8 – 9 |
| W   | 11/20 | Rome in the 6th cent. and the expulsion of the Kings  
BEG: chapt. 8 – 9 |
| F   | 11/22 | Republican Rome |

### Week 15

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| M   | 11/25 | Republican Rome  
PAPER DUE |
| W   | 11/27 | TURKEY WEDNESDAY |
F 11/29 TURKEY FRIDAY

Week 16
M 12/2 Review for Final Exam

FINAL EXAM: Wednesday December 11, 12 - 3
Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): James Newhard
Course Number: CLAS 322
Course Name: Mediterranean Landscapes
This Course is currently Listed in the Undergraduate Catalog Yes___ No__X__
(If your answer is “No”, please explain the status with the curriculum committee) ___submitted for listing in Undergraduate Catalog________________
The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.
Department of faculty member(s):__Classics________________________________
Course Description:

This course explores the history, theories, and methods of landscape archaeology, and the ways in which it is used to interpret the social, economic, and political structures of the Mediterranean world.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:
   1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   In CLAS 322, students will learn how to apply the techniques of landscape archaeology and resultant data to understand the social, economic, and political processes at work in Greece and the wider Mediterranean world. For instance, landscape archaeology and studies are essential methods for assessing the cultural relationships developed and sustained through trade and commerce.

   2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   CLAS 322 investigates how ideas expressed within the theoretical constructs of landscape archaeology represent the values of the socio-economic context within which they are derived. Analysis of a variety of archaeological, geomorphological, historical, palynological, paleoenvironmental, and geostatistical evidence is also used to explore how essential cultural issues, such as travel and migration patterns, are represented, interpreted, or valued.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

See #2 above.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

CLAS 322 students develop a research project – expressed in the format of a major written research grant – for the evaluation of a given landscape in the Mediterranean, incorporating theoretical and methodological approaches learned in the course. In addition to this project, via essay exams, students are asked to evaluate an interpretation of Mediterranean society obtained via the process of landscape archaeology and assess its viability in light of current knowledge and a variety of theoretical paradigms.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Evidence: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

Standard: 80% of students receive a score of 3 or 4 on each dimension.

Rubric for SLO 2

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td>Context: situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td>Interpretation:</td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>

Signature Assignment: This course will meet both assessments with one signature assignment, in this case an essay question on the final exam.

In a written essay (2-3 pages), provide an analytical and cohesive analysis for the following. How have survey archaeologists defined 'sites' and what were the reasons and potential controversies behind such determinations? You must sustain your argumentation throughout with a full analysis of the relevant primary sources. Then describe two specific instances as to how this has affected cultural interpretations within the context of the ancient Mediterranean world. Be sure to detail how readings of particular methodologies may influence such interpretations.
III. SYLLABUS REQUIREMENT

Syllabi should include the following:

“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

<table>
<thead>
<tr>
<th><strong>General Education Student Learning Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.</td>
</tr>
<tr>
<td>• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)</td>
</tr>
</tbody>
</table>

These outcomes will be assessed on the SHORT ESSAY #3 **(you must specify which one!!!)**

**LATER IN THE SYLLABUS….it should show the weight in the grade**

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion: 10%
- Quizzes: 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home): 15%
- Midterm Exam: 20%
- Comparative Analysis Paper (6-8 pgs.): 20%
- Final Exam: 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________ Date: ________________

2. Signature of Academic Dean:

__________________________________________ Date: ________________

3. Signature of Provost:

__________________________________________ Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________ Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________ Date: ________________

Date Approved by Faculty Senate: ___________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: James Newhard Phone: 843-953-5485 Email: newhardj@cofc.edu

Department or Program: Classics School: Languages, Cultures, and World Affairs

Subject Acronym and Course Number: CLAS 322

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Mediterranean Landscapes has been taught as a special topics course at the College of Charleston and we are submitting it as a formal course offering. As in-depth study and application of a specific branch of archaeology, landscape archaeology, with application to the broader classical world, it follows in sequence and complements existing 100 level courses and new 200 level courses, in particular CLAS 101, 102, 104, 105, 223, 225, 226.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will satisfy elective requirements for the AB and BA majors in Classics, the general AB degree, and elective requirements in the Archaeology minor and major (see included supporting letter). No new changes to the number of credit hours for these programs are requested or seen as needed.

This form was last updated on 06/03/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

<table>
<thead>
<tr>
<th>Department:</th>
<th>School:</th>
<th>Subject Acronym:</th>
<th>Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CLAS</td>
<td>322</td>
</tr>
</tbody>
</table>

Credit hours: _3_ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study
Course title: Mediterranean Landscapes

Course description (maximum 50 words, exactly as it appears in the catalog):
This course explores the history, theories, and methods of landscape archaeology, and the ways in which it is used to interpret the social, economic, and political structures of the Mediterranean world.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Prerequisites: One of the following courses (CLAS 101, 102, 104, 105, 220-229; ANTH 202; ARTH 220 [214 and 215 pending approval]; HIST 231, 232) or permission of the instructor

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? □ yes ☒ no
If so, which course? ____________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes ☒ no
If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no
What is the fee? $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Classics   School: LCWA   Subject Acronym: CLAS   Course Number: 322

Credit hours: _3_ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study
Course title: Mediterranean Landscapes

Course description (maximum 50 words, exactly as it appears in the catalog):
This course explores the history, theories, and methods of landscape archaeology, and the ways in which it is used to interpret the social, economic, and political structures of the Mediterranean world.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Prerequisites: One of the following courses (CLAS 101, 102, 104, 105, 220-229; ANTH 202; ARTH 220 [214 and 215 pending approval]; HIST 231, 232) or permission of the instructor

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? □ yes ☒ no
If so, which course? ____________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes ☒ no
If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no
What is the fee? $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request. No additional costs are required.
### H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate the ability to detail historical events, figures, and socio-cultural elements through the use of landscape archaeology.</td>
<td>Students will complete exam essay questions and a research paper/project to measure competence each semester. 70% of students should ‘meet’ or ‘exceed’ expectations based on the rubric used to grade the paper and exam essays.</td>
</tr>
<tr>
<td>2. Demonstrate the ability to analyze and discuss the relevant primary and secondary source materials in the context of landscape archaeology.</td>
<td>Students will complete a research paper/project and report on their findings to measure competence each semester. 70% of students should ‘meet’ or ‘exceed’ expectations based on the rubric used to grade the paper and exam essays.</td>
</tr>
<tr>
<td>3. Demonstrate the ability to evaluate the methods used in landscape archaeology to understand how ideas are represented, interpreted, or valued in Mediterranean societies.</td>
<td>Students will complete exam essay questions and a research paper/project to measure competence each semester. 70% of students should ‘meet’ or ‘exceed’ expectations based on the rubric used to grade the paper and exam essays.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with the Classics major and programming by providing a more in-depth study beyond the 100 and 200 levels. In general, it will benefit students looking to learn about Classical culture and civilization, as well as the methodologies used to study them. Students’ ability to analyze how ideas are represented, interpreted, and valued in various expressions of human culture through the examination of relevant primary and secondary source material as understood by the discipline and as displayed in writing assignments supports the program-level and general education learning outcomes. This will be introduced, reinforced, and demonstrated throughout the course.

### 1. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☑ yes  ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

### J. CHECKLIST.

- ☑ I have completed all relevant parts of the form.
- ☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.
- ☑ (For new courses only) I have attached a syllabus.
- ☑ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
- ☑ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
- ☑ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 06/03/13 and replaces all others.
COLLEGE of CHARLESTON

Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): James Newhard
Course Number: CLAS 324
Course Name: Mediterranean Economies
This Course is currently listed in the Undergraduate Catalog Yes___ No__X__
(If your answer is “No”, please explain the status with the curriculum committee) ___ submitted for listing in Undergraduate Catalog
The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.
Department of faculty member(s): Classics

Course Description:

This course explores the economic systems of the ancient Mediterranean world. Students will learn theoretical models used to explain past economic transactions, useful for cross-cultural economic comparisons. Case studies drawn from the ancient Mediterranean will illustrate the approaches used to conceptualize the ancient economy and the types of evidence available.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

In CLAS 324, Students learn the history, theories, and methods of studying the ancient economy and the ways in which this study is used to interpret the social, economic, and political structures of the Mediterranean world. Specific focus is placed upon exploring how these techniques and resultant data increase our understanding of cultural and political processes, for example, the division of wealth and how this reflects and at times contradicts social values.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

CLAS 324 investigates how the constructs of economic transactions represent the values of the social context within which they operate. Analysis of a variety of archaeological and historical evidence is also used to explore how economic systems and their concomitant values are represented, interpreted, and how this
changes over time. The course also investigates how more contemporary economic programs compare with the ancient Mediterranean systems.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

See #2 above.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

CLAS 324 students interpret a feature of the ancient Mediterranean economy and assess its potential for understanding the broader society within a written paper due toward the end of the semester. Also written exams require the students to write essays on the archaeological and historic evidence and how they affect various cultural interpretations.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2**: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence**: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard**: 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong>: identify and/ or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context</strong>: situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation</strong>:</td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>

A single assignment will be used to assess both SLOs, in this case the research paper for the course.

**Research Paper**: You will be responsible for writing a research paper (at least 10 pages), based upon the topic of your class discussion. This paper is NOT to be a summary of your class discussion, but rather a more in-depth and researched piece of work. The topic of the paper can cover the entire subject of your class discussion (e.g., “The nature of long-distance trade in the Late Bronze Age”) or a subset (i.e. “The economic relationship of Egypt and the Aegean in the 2nd millennium B.C.”). Your thesis must make it a primary concern to explain how particular economic systems within the ancient Mediterranean impact social values. To sustain your argument, your paper must analyze significant archaeological source evidence and situate it within its appropriate cultural contexts. Your evidence, arguments, and conclusions should also engage the relevant secondary scholarship.
SYLLABUS REQUIREMENT
Syllabi **should** include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.</td>
</tr>
<tr>
<td>• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. <em>(do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)</em></td>
</tr>
</tbody>
</table>

These outcomes will be assessed on the **SHORT ESSAY #3** *(you must specify which one!!!)*

**LATER IN THE SYLLABUS… it should show the weight in the grade**

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: _____________________
Classical Civilization 324
Ancient Mediterranean Economies

Course#: CLAS 324
Meeting Time: T TH 9:25 – 10:40
Place: Randolph 301

Instructor: Dr. James Newhard
Office: Randolph 308b
E-mail: newhardj@cofc.edu
Office Phone: 843-953-5485
Office Hours: M 2:00 – 4:00; T 11:00 – 1:00
and by appointment

General Education Student Learning Outcomes:
This course meets the following General Education requirements for Humanities:

- Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
- Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed via the research paper for the course.

Course Goals:
This course surveys the various economic systems found in the ancient Mediterranean, focusing primarily upon pre-classical Greek, classical Greek, and Roman societies. The course will begin by discussing various theoretical models used to explain past economic transactions, with the purpose of developing a general economic language useful for making cross-cultural economic comparisons. This will be followed by an analysis of several case studies drawn from the ancient Mediterranean. Students will learn the various theoretical approaches used to conceptualize the ancient economy, as well as the types of evidence available that aid in this analysis.

Textbooks
Finley, M.I.
Scheidel, W. and S. von Reden, eds.

Copies of these books are available at the College of Charleston Bookstore, in addition to other vendors. Double-check the ISBN number to make sure that you have the proper edition – earlier editions of Finely are unsuitable.

Books/Articles On Reserve (subject to revision)
Chase-Dunn, C. and T.D. Hall

Costin, C.L.


Articles available via OAKS (subject to revision)


Course Requirements:

**EXAMS:** Two major exams will be given. Both exams will be essay in format.

**ATTENDANCE/PARTICIPATION:** Class participation is vital in this class. Active participation consists of coming to class prepared to discuss the assigned reading, having questions, and contributing to the discussion. Attendance forms 10% of your overall grade.

**LEADING CLASS DISCUSSION:** Each of you will lead one class session through a discussion of key articles and concepts for your assigned day. We will assign days on the 3rd class meeting, and select from those days marked with a ‘►.’ You will distribute and assign reading material to your classmates NO LESS than the class period prior to your session. Bear in mind that this is a small class, and therefore allow for questions and discussion within your format. You are responsible for leading the discussion. Remember that you will need to meet with me in advance to discuss the class topic and readings, so plan ahead. You will also meet with me after the class to review the experience. A rubric showing how this work will be evaluated will be posted onto OAKS.

**PAPER:** You will be responsible for writing a research paper (between 10 and 20 pages), based upon the topic of your class discussion. This paper is NOT to be a summary of your class discussion, but rather a more in-depth and researched piece of work. The topic of the paper can cover the entire subject of your class discussion (i.e. “The nature of long-distance trade in the Late Bronze Age”) or a subset (i.e. “The economic relationship of Egypt and the Aegean in the 2nd millennium B.C.”). The paper will be due at 5:00pm on Dec. 3. On-half of a letter grade will be demerited from your paper grade for those turned in by 5:00pm on Dec 4 (in other words, up to 24hrs late). Thereafter, late papers will be docked 1 full letter grade for every day late (not counting holidays, but including weekends). A rubric show how this work will be evaluated will be posted onto OAKS.

**FINAL EXAM:** A final comprehensive exam will be given. The exam will be in the form of essay questions, covering the scope of the entire course.

Evaluation/Grading:

Your final grade will be calculated in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 exams</td>
<td>30%</td>
</tr>
<tr>
<td>Class discussion</td>
<td>20%</td>
</tr>
<tr>
<td>class attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Paper</td>
<td>20%</td>
</tr>
<tr>
<td>final exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading System:** Exams and the final grade 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.”
- **XF** Honor Code violation. quality points equivalent to “F.”

Attendance:
You are expected to attend class every day. No late work will be accepted from students who cut class, nor will they be allowed to make up presentations or tests. Missing class may only be excused to those who obtain an official excuse from the Dean of Undergraduate Studies. There are NO EXCEPTIONS to this policy.

**Intellectual Honesty:**
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. If a student is found in violation of an Honor Code violation, he/she will be assigned a zero for the assignment. 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.

**Classics Program 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 have committed a Class 1 or Class 2 violation of the Honor Code in connection with any requirement for a course in the Classics Department will receive a final grade of “XF” for the course. Those admitting to or found by the Honor Board to have committed a Class 3 violation will receive sanctions as deemed appropriate by the instructor. These actions will be taken in addition to any other sanction that may be imposed by the College’s Honor Board.

**Responsibilities**
Your responsibilities will consist of coming to class prepared. This means having the assigned reading completed and having questions. If you do not have questions for me, I will have questions for you.

My responsibilities will include guiding you through the new material and expanding upon the reading; evaluating your class presentations, papers, participation, and exams; and being open to respond to any learning challenges you may face.

If you have any questions or concerns - now or during the quarter - please 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.

**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 read the assignment 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, it is common courtesy and a matter of respect to sit patiently and quietly.

Paying attention at these moments 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 insensitive and rude to your fellow classmates and me.
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 if necessary at the instructor's discretion.

Course Calendar:

Week 1

T    Aug 21  Introduction
For Tuesday, Aug 27:  read in the following order:
Newhard lecture (sound/slide recording on OAKS)
Herskovits, Chapt. 1
Finley 1999, chapter 1
Saller in Scheidel and vonReden
*Odyssey*, Book XIV
  • read and prepare thoughts according to review sheets found on WebCT.

R    Aug 23  NO CLASS

Week 2: Formalism

M    Aug 27  Drop/Add Deadline

T    Aug 28  *Introduction: Modern Economic Theory and the Ancient Economy*
Discuss:  Finley 1999, chapter 1; Herskovits, Chapt. 1; Meikle in Scheidel and vonReden; *Odyssey*, Book XIV
For Thu.:  Kardulias 1992; Binford 1980.

R    Aug 30  *Formalism in the Mediterranean*
Discuss:  Kardulias 1992; Binford 1980.
For Tues.:  Halperin, Chapt. 2; Polanyi 1957.

Week 3: Marxism/Substantivism

T    Sep 4  *Introduction*
Discuss:  Polanyi; Halperin
For Thu.:  Rupp in *Prehistory and History*, pp. 113 – 144.

R    Sep 6  *Application*
Discuss:  Rupp in Tandy (ed.) 2001
For Tues.:  Costin 1991

Week 4: Production

T    Sep 11  *Introduction*
Discuss:  Costin
For Thu.:  Hartenberg and Runnels 2001

R    Sep 13  *Application*
Discuss:  Hartenberg and Runnels 2001
Week 5: **World Systems Theory**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>For Thu.:</td>
<td>Berg 1999; Steadman 1996</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Sep 20</td>
<td>Application and Transformation</td>
<td>Berg 1999; Steadman 1996</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Tues.:</td>
<td>Killen 1984; Ventris and Chadwick 1973, chapt. 1</td>
</tr>
</tbody>
</table>

Week 6: **Bronze Age Aegean Economies I**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Sep 25</td>
<td>Linear B and the Mycenaean Economy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Thu.:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Sep 27</td>
<td>Long-Distance Exchange in the LBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Tues.:</td>
<td></td>
</tr>
</tbody>
</table>

Week 7: **Bronze Age Aegean Economies II**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Oct 2</td>
<td>Local Exchange Systems in the LBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to withdraw from class with a grade of &quot;W&quot;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Oct 4</td>
<td>Tying the Threads – Towards a General Economic Model for the LBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aegean</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read:</td>
<td></td>
</tr>
</tbody>
</table>

Week 8: **Bronze Age Aegean Economies III**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Oct 9</td>
<td>Collapse of an Economic System?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Thu.:</td>
<td>Study for Exam I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Oct 11</td>
<td>EXAM I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Thu.:</td>
<td>Palmer in <em>Prehistory and History</em>, pp. 41 – 84; Halstead in Scheidel and vonReden</td>
</tr>
</tbody>
</table>

Week 9: **Iron Age Economies I**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Oct 16</td>
<td>FALL BREAK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Oct 18</td>
<td>“Is there anyone out there?” – Continuity and Change in the Greek “Dark Age”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss:</td>
<td>Palmer and Halstead</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Tues.:</td>
<td>Hesiod, <em>Works and Days</em> (Tandy and Neale Translation); Finely chapt. 5</td>
</tr>
</tbody>
</table>

Week 10: **Iron Age Economies II**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Oct 23</td>
<td>“Working for the Man Every Night and Day...” – Hesiod’s <em>Works and Days</em> and Iron Age Economy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss:</td>
<td>Tandy and Neale; Finely chapt. 5</td>
</tr>
</tbody>
</table>
For Thu:

► R Oct 25  *Greece Wakes Up* – “Ports of Trade” in Italy and the Near East  
Discuss:  
For Tues.: Cartledge in Scheidel and vonReden  

**Week 11 Classical Greek Economy I**  
T Oct 30  *Moses Finley et al. – the formalist/substantivist debate revisited*  
Discuss: Cartledge  
For Thurs:  

► R Nov 1  *Money and Monetization in the Greek World*  
Discuss: Possible: Sheidel/vonReden: Osborne Kurke Reger  

For Tues:  

**Week 12 Classical Greek Economy II**  
► T Nov 6  *Taxes, Tribute and Trade in 5th century Athens*  
Discuss:  
For Thus: Finley chpts 2&3  

R Nov 8  *Towards a General Working Model of the Athenian Economy*  
Discuss: Finley, chpts. 2&3  
For Tues.: Study for Exam II  

**Week 13 Roman Economy I**  
T Nov 13  *EXAM II*  

► R Nov 15  *Olive Oil and Rome*  
Discuss: Possible: Scheidel/vonReden: Panella/Tchernia Hitchner  
For Tues.:  

**Week 14 Roman Economy II**  
► T Nov 20  *Grain and Rome*  
Discuss: Possible: Finley chapter 6  
For Tues: Hopkins in Scheidel and vonReden  

R Nov 22  *THANKSGIVING HOLIDAY*  

**Week 15 Roman Economy III**  
T Nov 27  *Roman Economy, general concepts*  
Discuss: Hopkins  
For Thu: Review for Final  

R Nov 29  Summary and Review
Week 16  PAPER DUE DEC 3 AT 5:00pm!

FINAL EXAM  Tuesday, Dec. 11: 8:00 – 11:00 am
Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): Noelle Zeiner-Carmichael
Course Number: CLAS 343
Course Name: Luxury and Status in Ancient Rome
This Course is currently Listed in the Undergraduate Catalog Yes___ No___X_ (If your answer is “No”, please explain the status with the curriculum committee) ___ submitted for listing in Undergraduate Catalog________________
The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.
Department of faculty member(s): ____CLASSICS____________________
Course Description:

This course explores how the Romans viewed luxury and status. Students will utilize archaeological, literary, and material evidence to consider Roman attitudes towards excess, moderation, and status, especially as they pertain to social and political contexts.

I.  Explain how the proposed course satisfies the following Approval Criteria for Humanities:

   1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

This course offers students an opportunity to explore cultural attitudes toward luxury and status in ancient Rome, specifically focusing on the time period from 1st BCE to the 3rd c. CE. The course will require students to adopt a two-pronged archaeology approach to sources by considering concomitantly both the material and literary evidence.

   2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

Students study the political, cultural, and social contexts that influence Roman attitudes towards luxury and status, and consider how the production of literature and material goods contribute to the creation and promulgation of status.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

The course requires students to analyze the physical remains and to compare and contrast this evidence with various literary sources that offer additional insight through a variety of genres (e.g., philosophy, lyric poetry, letters) and perspectives. Students study a variety of archaeological remains including private and public monuments, housing, statuary, painting, jewelry, clothing, food, among others.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Tests and writing assignments include analysis and recollection of primary source readings. Students produce a final paper that examines and analyzes primary source material.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Student Learning Outcome 1**: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Evidence**: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It falls short of supporting the main idea or ideas. Paper (or equivalent) reveals weaknesses in written English or the Target Language of the Course.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It supports the main idea or ideas. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) convincingly supports the main idea or ideas. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

**Use of Primary Sources/Disciplinary Methods**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
</tbody>
</table>

**Analysis of Ideas**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
<td>Paper marginally moves beyond description; interpretation may contain inaccuracies or irrelevancies.</td>
<td>Interpretation clearly moves beyond description but is less than comprehensive.</td>
<td>Interpretation clearly moves beyond description and takes into account the complexities of the topic.</td>
</tr>
</tbody>
</table>

This course will meet both assessments with one signature assignment, in this case a research paper due on the last day of class.

**Signature Assignment: Research Paper**

As a major component of this course you will be required to complete a research paper. In this paper you will examine a particular aspect of luxury and status in the Roman world, such as how the Roman villa, as presented by Statius, interacts with and also constructs values of luxury and status. To sustain its argument, your paper must analyze significant primary source evidence (both material and literary) and situate it within its appropriate cultural contexts. Your evidence, arguments, and conclusions should also engage the relevant secondary scholarship.
SYLLABUS REQUIREMENT
Syllabi should include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

**General Education Student Learning Outcomes**

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. *(do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)*

These outcomes will be assessed on the SHORT ESSAY #3 *(you must specify which one!!!)*

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion: 10%
- Quizzes: 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home): 15%
- Midterm Exam: 20%
- Comparative Analysis Paper (6-8 pgs.): 20%
- Final Exam: 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: _________________
CLAS 343: Luxury & Status in Ancient Rome

Spring 2010
Dr. Zeiner-Carmichael
Maybank 207; MWF 2-3:15

carmichaeln@cofc.edu
Randolph Hall 308C 953-8062
Office Hours: MW 8-9; 11-12 and by appointment

General Education Student Objectives:
This course meets the following General Education requirements for Humanities:

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through a final research paper due on the last day of class.

Required Text:
None. You will be receiving handouts and OAKS pdfs including a combination of primary source excerpts, articles, book chapters and the like. It is absolutely imperative that you take good notes of readings and print out copies of assigned readings. You will need to bring these to class for close textual analysis and discussion.

Course description and objectives:
In this course we will examine what constituted “luxury” and “status” in the ancient Roman world. By this I mean will we consider both the material and non-material aspects that determined an individual’s status (i.e., fame/reputation). What kinds of “capital” created a person’s reputation? A big villa? Mosaic floors? Family pedigree? Moreover, we will also explore Roman attitudes towards luxury goods and status; included will be an examination of Romans’ (negative) moralizing assessments of luxury goods as contributors to moral decline at various periods of Roman history. Why do some Romans deplore luxury and wealth as detrimental to good morals and why do other Romans celebrate luxury and wealth as positive symbols of status? Additionally, a major purpose of this course will be to employ our study of the ancient Roman world as
a lens for focusing on notions of “luxury” and “status” in our own modern culture. (This will be accomplished through student presentations and assigned readings).

Our methodology will be two-pronged: 1) exploration of material goods both through descriptions recorded by primary sources (e.g., Cicero, Sallust, Pliny the Elder, Pliny the Younger, Seneca the Younger, Statius) and through study of the archaeological remains (as viewed in class via PowerPoint slide shows); and 2) comparison of these luxury material goods with the moralizing discussions offered by primary sources materials. Additional insight will come from secondary sources in peer-reviewed books and articles.

In this process we will practice close reading skills, hone oral and aural skills through required class discussion and presentations, and refine writing skills through paper assignments. A unique element of this course will be the introduction of critical theory (Bourdieu, Marx, Weber etc.) as a method for investigating notions of status and luxury and their intersection.

Policies:
I strictly adhere to all college policies, such as Family Educational Rights and Privacy Act (FERPA), Rights of Students with Disabilities, Sexual Harassment Policy, and other Policies and Procedures. An online copy of the student handbook is at http://studentaffairs.cofc.edu/general_info/handbook.pdf and the undergraduate catalog is at http://spinner.cofc.edu/catalog/undergraduate/2009-2010/index.html (for academic regulations). Please discuss with me your individual concerns/needs.

Honor Code Policy:
Please note: ignorance is no excuse. Cheating of any form including undocumented references will be considered intentional and thus plagiarized. It is your responsibility to make sure you understand proper documentation of sources and the rules surrounding plagiarism. If you are unsure you may talk to me, a librarian, or the writing center.

Read and review the following:
Classics Department 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 have committed a Class 1 or Class 2 violation of the Honor Code in connection with any requirement for a course in the
Classics Department will receive a final grade of “XF” for the course. Those admitting to or found by the Honor Board to have committed a Class 3 violation will receive sanctions as deemed appropriate by the instructor. These actions will be taken in addition to any other sanction that may be imposed by the College’s Honor Board.

Revised version adopted by the Classics Department faculty, April 3, 2007

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
<td>0.0</td>
</tr>
<tr>
<td>WA</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>XF</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Requirements:
- Two exams: midterm (3/5) and final (5/5 12-3) (25% each): 50 %
- Oral presentation: 15 % (every Friday) More details soon
- One research paper: 20 % (due last day of class; absolutely NO EXCEPTIONS)
- Participation and attendance: 15 %

Class Schedule:
The course is organized based on what many theorists call the 4 necessities of life:

Sustenance
Shelter
Clothing
Leisure

Too much of each of these can result in perverted necessities, i.e., extravagance or luxury. (More on this later). We will consider each of these necessities both as basic functions of life and in their so-called perverted state, i.e. as extravagances or luxuries. Attached you will find the reading schedule for Part 1, Sustenance. I will give you the reading schedule for the remaining 3 parts as the semester progresses. Courses like these are often organic entities and my choice of reading assignments in some ways are dictated by the direction our in-class discussions take. Part 1 is a good example of what to expect for the rest of the semester, but by waiting to hand out the additional schedules I can make necessary adjustments.
Reading Schedule: Part 1: Sustenance

Please note Homework is for the following class and appears in Italics and bold.

Week One
1/11 M: Overview / Syllabus
Introduction and Chapter 1 from P. Danziger “Let them Eat Cake” (Chicago 2005).

Part I:

Part 2:
Sallust (Catiline pp. 3-13); Livy (preface, 39.1-7); Valerius Paterculus (History 2.1); B. Levick “Morals, Politics, and the Fall of the Roman Republic,” G&R Vol. 29.1 (1982) 53-62 via JSTOR. (access and print on your own)

Week Two
1/18 M: No Class (MLK holiday)

1/20 W: Background: the Greek antecedent. Roman moralizing philosophy and history
N. Purcell “The Way We Used to Eat” via JSTOR; Gowers TBA

Week Three
1/25 M: The Roman Banquet: A Social Institution / Food (as Luxury)
Seneca (Epistles 5, 8, 16, 119; 123; Horace (Satires, Selection)

1/27 W: Restraint: Food & the Body; Food, Satire, and Philosophy
Petronius (Satyricon, Trimalchio’s Dinner); Juvenal Satires 4 AND 5

Week Four
2/1 M: The (over)loaded table. Food & Satire

2/3 W: Restraint Enforced: Sumptuary Laws
Faas (TBA); Gowers (TBA)

Week Five
2/8 M: Some Secondary Interpretations; Slideshow: Images of Food, Wine and Accoutrements
TBA

2/10 W: Summary: Your favorite luxury or non-luxury dish Food and Satire; Positive
Antitheses to it all (Some Examples)
Cato’s *De agricultura* (selections)
Varro’s *De re rustica* (selections)
Columella *De re rustica* (selections)
Zeiner “Nothing Ordinary Here” (Routledge 2007) 77-82.

**Classics 303: Luxury and Status: Reading Schedule Part 2: Shelter**

**Week Six**
2/15 M: The villa rustica
Horace *Odes* 1.17; 3.1; Epistle 1.16
Horace's Sabine Topography in Lyric and Hexameter Verse
(Summer, 1993), pp. 271-302
Published by: *The Johns Hopkins University Press*
http://www.jstor.org.nuncio.cofc.edu/stable/295315?&Search=yes&term=sabine&term=topography&term=leach&term=horace&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Dhorace%26f0%3Dall%26c0%3DAND%26q1%3Dsabine%26f1%3Dall%26c1%3DAND%26q2%3Dtopography%26f2%3Dall%26c2%3DAND%26q3%3Dleach%26f3%3Dall%26c3%3DAND%26q4%3Dhorace%26f4%3Dau%26wc%3Don%26Search%3DSearch%26sd%3D%26ed%3D%26la%3D%26jo%3D&item=1&ttl=1&returnArticleService=showArticle

2/17 W: The villa rustica / moralizing bits
Pliny the Younger *Ep.* 3.19; 2.17; 5.6
Statius’ *Silvae* 1.3; 2.2; 3.1

**Week Seven**
2/21 M: Imperial villas (villa maritime/suburbana)
Seneca *Epistle* 86
Martial *Epigrams* 3.58; 4.64; 12.50
Juvenal *Satire* 4

2/23 W: Imperial villas: luxury over time
Statius *Silvae* 4.6
Cicero Letter 93

**Week Eight**
2/28 M: Household furnishing and decorations continued
HW: Study for Exam

3/2 W: Midterm Exam

3/8- 3/12 Week Nine: NO CLASS: SPRING BREAK
Work on Papers!

Reading Schedule Part 3: Clothing

Week Ten
3/15 M: Introduction
http://www.vroma.org/~bmcmanus/clothing.html
http://www.vroma.org/~bmcmanus/clothing2.html

3/17 W: Roman Dress: What DID they wear?
Lex Oppia (revisited): Livy 34.1: Women obtain repeal of Oppian Law.
Zeiner, “Purple” from “Nothing Ordinary Here” (Routledge 2007) 97-98.

Week Eleven
3/22 M: Roman Dress and Status
Ovid: Ars Amatoria (Book 3 excerpts)
Ovid: medicamina Faciei Femineae (all, fragmentary)
“The Cosmetic Arts and Care of the Body” in Olson 58-79.

3/24 W: Roman Makeup
Statius Silvae 1.2 (Epithalium to Stella and Violentilla)
“The Dangers of Adornment” in Olson, 80-95
Woman as symbol of decadence,” in “Reading Roman Women,” S. Dixon (Duckworth 2001) 56-65.
Phintys, Chastity 3rd /2nd c. BC in “Women’s Life in Greece and Rome” Lefkowitz and Fant (Johns Hopkins 1982) 163-64.

Week Twelve
3/29 M: Adornment and its Dangers
Homework:

Pliny Epistle 6.32
“Self-Presentation, Status, and Power” in Olson pp. 96-112.
“Conclusions” in Olson, 113-116

3/31 W: Roman Dress and Status
Ovid: Ars Amatoria (Book 3 excerpts)
2) Ovid: medicamina Faciei Femineae (all, fragmentary)
Week Thirteen
4/5 M: TBA: Guest lecture

4/7 W: Adornment and its Dangers
Pliny *Epistle* 6.32
“Self-Presentation, Status, and Power” in Olson pp. 96-112.
“Conclusions” in Olson, 113-116

Week Fourteen
4/12 M: Women as Status-Symbols
Pliny’s letters 1.3, 1.6, 1.8
Cicero’s letter
Seneca’s letter: 18

Reading Schedule Part 3: Leisure and Entertainment

4/14 W: Otium as a status symbol
TBA

Week Fifteen
4/19 M: TBA
Pliny’s *Epistles* (Selections)

4/21 W: TBA
TBA

Week Sixteen
4/26 M: Last Class
Request Form for General Education Certification: 

Humanities Requirement: (Please include a syllabus)

Faculty Member(s): Noelle Zeiner-Carmichael
Course Number: CLAS 345
Course Name: Love, Beauty, and Sexuality in the Greco-Roman World
This Course is currently Listed in the Undergraduate Catalog   Yes___      No__X_
(If your answer is “No”, please explain the status with the curriculum committee)___submitted for listing in Undergraduate Catalog

The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.
Department of faculty member(s): ___CLASSICS

Course Description:

An examination of the relationships between love, beauty, and sexuality in the Greco-Roman world as represented in literary sources and material remains. Genres include philosophy, tragedy, poetry, and letters; thematic topics include physical beauty, divine and physical love, homoeroticism, gender roles, religion, politics, and class

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

This course offers students an opportunity to explore ancient Greek and Roman conceptions of love, beauty, and sexuality as they appear in literature and material culture. As three fundamental aspects of the human condition, the topic provides a lens through which students study the cultural contexts that produce expressions of love, beauty, and sexuality, and encourages comparisons with the modern world.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

This course analyzes how the concepts of love, beauty, and sexuality are expressed in various literary and material contexts; it investigates how these cultural and political institutions influence the expression of love, beauty, and sexuality.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

Students examine a wide range of Greek and Roman primary sources; selections include readings from Greek poets (e.g., Archilochus, Sappho), Plato, Catullus, Ovid, and many others. Students explore a range of material culture including Greek vase painting, portraiture, and statuary from the ancient Greek and Roman worlds.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Tests include analysis and recollection of primary source readings. Students produce a journal that examines and analyzes primary source material.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregard or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It falls short of supporting the main idea or ideas. Paper (or equivalent) reveals weaknesses in written English or the Target Language of the Course.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It supports the main idea or ideas. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) convincingly supports the main idea or ideas. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Evidence: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

Standard: 80% of students receive a score of 3 or 4 on each dimension.

Rubric for SLO 2

Use of Primary Sources/Disciplinary Methods

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
</tbody>
</table>

Analysis of Ideas

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
<td>Paper marginally moves beyond description; interpretation may contain inaccuracies or irrelevancies.</td>
<td>Interpretation clearly moves beyond description but is less than comprehensive.</td>
<td>Interpretation clearly moves beyond description and takes into account the complexities of the topic.</td>
</tr>
</tbody>
</table>

This course will meet both assessments with one signature assignment. Specifically, this course requires a written journal (described under course requirements). The general education learning outcomes will be assessed via the journal entry (2-3pp) for Statius (dated 4/8).

Signature Assignment:

Journal Assignment:

An additional goal of this course is to exercise your critical thinking and written expression skills. Over the course of the semester you will keep a written (typed) journal that documents your
responses to primary and secondary readings along with in class discussions. You may analyze various aspects of the readings, for example, to what degree they reflect the context in which they were produced, the intersection of author, persona, and audience, the parallels between ancient and modern expressions of love, beauty, and sexuality. You must make specific references to the primary sources in your entries. You should make at least one entry/week and keep your journals up to date. I will conduct period checks throughout the semester both to provide you feedback and to ensure that you are writing consistently. I will grade your journals based on consistency as well as the quality of your entries.

Journal Entry (dated 4/8): In what (innovative) ways does Statius combine praise with the real-life sexual practices (and identities) of his addressees? What is the relationship between elegy and marriage in 1.2? What is the range of attitudes/thoughts towards love, sex, and beauty covered by Statius’ poetry? What do these poems tell us about Roman attitudes towards homosexuality and its public expression? Has it changed since Cicero’s day?
III. SYLLABUS REQUIREMENT

Syllabi should include the following:

“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.</td>
</tr>
<tr>
<td>• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)</td>
</tr>
</tbody>
</table>

These outcomes will be assessed on the **SHORT ESSAY #3** (you must specify which one!!!)

**LATER IN THE SYLLABUS...it should show the weight in the grade**

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________
Classics 345: Love, Beauty, and Sexuality in the Greco-Roman World  
Spring 2014  
TR 1:40-2:55  
Randolph 301A  

Dr. Noelle Zeiner-Carmichael  
carmichaeln@cofc.edu  
Office: Randolph 308 C  
(953-8062)  
Office Hours: TR 8-9am; 11-12 and by appointment  

General Education Student Objectives:  
This course meets the following General Education requirements for Humanities:  

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.  

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.  

This course requires a written journal (described under course requirements). The general education learning outcomes will be assessed via the journal entry for Statius (dated 4/8).  

Course Objectives  
This course will explore ancient perceptions about love, beauty, and sexuality as represented in the ancient Greek and Roman worlds. We will focus primarily on the literary traditions, e.g., philosophy, tragedy, elegiac and lyric poetry. We will study these texts not only in terms of particular genres (and their associated conventions), but also in terms of the socio-historical contexts in which the texts were produced. Our exploration will also consider the material culture (painting, sculpture, coins) that both reflect and reinforce the ideals expressed in the literary sources. Additionally, we will consider scholarly viewpoints with supplemental readings in peer-reviewed books and journals; these will be located on OAKS and announced in advance.  

In the process of exploring these topics, we will aim to meet the following goals:  
1) Arrive at an understanding of the various notions of love, beauty, and sexuality as expressed through various ancient literary, social, and, when possible, material sources  
2) Consider the individual and intersecting roles of “love,” “sexuality,” and “beauty”
3) Consider the differences among “platonic,” “profane,” and “sexual” love and desire
4) Explore love, beauty, and sexuality as they pertain to accepted social “norms,” as expressed, for example, through ancient conceptions of gender and sexuality, morality/amorality; excess/moderation, positive/negative ideals.
5) Consider the social and political role of sexuality and gender in the ancient Greek and Roman worlds.
6) Sharpen critical thinking and analytical skills through close reading of the sources and through written assignments, discussion and other related activities.
7) Develop ability to articulate thoughts, ideas, and arguments coherently and effectively through participation in daily class discussion.
8) Consider the intersection between ancient and modern worlds, as in, for example, legal contexts (e.g., the court case Evans vs. Romer); theoretical approaches, and cultural/social responses (e.g., “essentialism” vs. “constructionalism”) to gender and sexuality.

Required Texts:
1. Games of Venus, Bing and Cohen, eds. (Routledge 1991) 0415902614
2. Ovid: The Erotic Poems, Green, tr., (Penguin 1982) 0140443606
4. Plato Symposium, Gill, tr. (Penguin 1999) 0140449272
5. Euripides I, Grene and Lattimore, eds. (Chicago 1955) 0226308808
6. Supplemental readings, comprising scholarly articles and chapters, posted on OAKS.

Methodology
We will adopt a chronological approach beginning with the literary sources from ancient Greece. This approach provides a framework for considering thematic aspects of the topics; it will also facilitate diachronic study and synthesis of myriad sources. Class time will comprise discussion of assigned readings as prompted by assigned questions.

**SPECIAL NOTE:** This course is not for the shy or the squeamish. We will often discuss topics of a very sensitive nature. Many of the readings are explicit in content, vocabulary and imagery. If this makes you uncomfortable, rendering you unable to participate, then you should reconsider taking this course.

Course Requirements
Requirements for this course include consistent attendance and participation, response papers, tests, and a final essay. See the Course Schedule for assignment and reading due dates, and see the attached assignment sheets for details.

Grading Breakdown
Attendance and Participation 20%
Journal 20%
Tests (3, 15% each) 45%
Final analytical essay (take home) 15%

Attendance/Participation: 20 %
This course requires extensive reading and discussion of literary texts. Daily attendance is imperative and your active participation is required. **It will be impossible for you to do well if you do not come to class.** Merely listening to others speak is unacceptable; you must be willing to express your opinions, respond to questions, and, just as importantly, ask questions. Occasionally I will assign some aspect of the day’s topic to groups of students to lead the class. I expect all students to attend all classes, to arrive on time, and to turn off all electronic devices when they enter the classroom. Respect for others’ opinions is essential. I will monitor participation and periodically give each student a progress report; I will also discuss your progress upon request.
I will note absences. You may have 3 absences without penalty. If you choose to miss more than 3 classes you will fail the attendance/participation portion of the final grade. I reserve the right to assign a WA for excessive absences (more than 7) will result in a WA. In the case of unexcused absences it is YOUR responsibility to find out about missed announcements, handouts, and to obtain notes from a classmate. Schedule travel plans/holiday plans accordingly. I will not make alternate test arrangements with you except for religious exceptions, family emergencies or serious illness (the last two need to be documented).

If an emergency or illness prevents you from coming to class and you wish to have the absence excused, follow the procedure below. Documented and excused absences do not count toward the 3 classes you may miss this semester.

- Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms.
- Absence forms also are available online at: http://studentaffairs.cofc.edu/about/services/absence-memo2012-09.pdf
- You will need to provide documentation to the dean (not to me) for health, personal, or emergency situations.

Participation
Students must complete readings in a timely fashion to make possible full participation in class discussions. Make sure that you complete all readings carefully and critically by the beginning of the class period for which they are assigned. You should bring the texts (and/or printed OAKS assignments) with you to class. Also come with notes on the readings and be prepared to both answer and ask questions about the readings. Participation grades will be calculated based on both the frequency of your contributions in class and, more importantly, the quality of your comments. In particular, I am looking for evidence that you have completed the readings and that you are connecting them to the themes we have discussed in class. When I calculate final attendance and participation grades, I use the following general guidelines:

A = student has attended almost every class, participates regularly, demonstrates knowledge of readings, makes thoughtful and insightful comments, and asks relevant questions.
B = student has attended almost every class and participates regularly. Comments and questions are relevant but could be more thoughtful; student could engage more deeply with the readings or course materials.
C = student has attended almost every class but does not participate regularly.
D = student demonstrates spotty attendance and rarely participates.
F = student has attendance problems and does not contribute to class discussions in any meaningful way.

Journal: 20 %
An additional goal of this course is to exercise your critical thinking and expression skills. Over the course of the semester you will keep a written (typed) journal that documents your responses to primary and secondary readings along with in class discussions. Your entries may answer as well as pose relevant questions; discussion questions listed in the reading schedule (below) can be used as prompts for entries. At times I may assign a specific journal entry such as a review of an article or some other analytical exercise. I have also included additional journal response ideas (in the form of short analyses/papers) that can serve as entries if you like. You should make at least one entry/week and keep your journals up to date. I will conduct period checks throughout the semester both to provide you feedback and to ensure that you are writing consistently. I will grade your journals based on consistency as well as the quality of your entries. You will receive a grading rubric in the near future.

Tests: 45 % (each worth 15%)
There will be three tests that will cover reading assignments and class discussion. Tests will be writing-oriented: identification/short answer/essay. Test 3 will be on the last day of class. Make-ups are at my discretion and provided you have a legitimate excuse acquired from the Office of Undergraduate Studies.

**Final Essay: 15%**
The final essay will be cumulative in nature and submitted on OAKS. It will require you to utilize both primary and secondary sources covered over the course of the semester.

**Special Accommodations**
This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP, please come and discuss this with me during my office hours.

**Classroom Conduct**

Please note that conduct in class constitutes part of your attendance and participation grade; repeated or excessive disruptions may result in further penalties. Do not talk with classmates, allow cell phones to ring, or email/text in class.

**Contacting Me:**
You must use your college email account to email me. During the week I will try to respond within 24 hours. I check my email less frequently over the weekend. Emails should contain a specific subject heading that identifies the content of your email (e.g., “homework question”; “schedule meeting?”; etc.). You may also call me on my office phone.

**Grading Scale:**
Note: Grades are not negotiable. I do not give grades: You earn your grade. Do not ask me about extra credit.

- 100-94 A
- 93-90 A-
- 89-87 B+
- 86-83 B
- 82-80 B-
- 79-77 C+
- 76-73 C
- 72-70 C-
- 69-67 D+
- 66-63 D
- 62-60 D-
- 59-0 F

**Honor Code:**
Please note: ignorance is not an excuse. Cheating of any form including undocumented references in your paper will be considered intentional and thus plagiarized. It is your responsibility to make sure you understand proper documentation of sources and the rules surrounding plagiarism. If you are unsure you may talk to me, a librarian, or the writing center. Read and review the following:

**Classics Department 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 have committed a Class 1 or Class 2 violation of the Honor Code in connection with any requirement for a course in the Classics Department will receive a final grade of “XF” for the course. Those admitting to or found by the Honor Board to have committed a Class 3 violation will receive sanctions as deemed appropriate by the instructor. These actions will be taken in addition to any other sanction that may be imposed by the College’s Honor Board.

Revised version adopted by the Classics Department faculty, April 3, 2007

Semester Outline and Reading List (subject to adjustment)

**Unit 1: Providing A Context: Checking Our Baggage**

(R) 1/9 Syllabus / Beauty and Sexuality over Time
Find a contemporary (19th century or after) visual or literary expression of love and/or sex and/or beauty. Bring a copy of the image or literary passage.

- Carefully examine the piece several times.
- Consider how the artist conveys feeling within their artistic medium.

**RESPONSE ACTIVITY (due 1/13):** Write an analysis (2-3 pages, typed, double-spaced) of how the piece represents the emotions of love, sex, and/or beauty. Consider the following: What metaphors, symbols and images does it use to express these abstracts? Who is the intended audience? Are these symbols/metaphors successful in conveying a message? What does the piece say about our society/our world? You’ll briefly present your conclusions to the class. You can utilize your analysis as a journal entry.

(T) 1/13 Presentations and Discussion

(R) 1/15 Background: the ancient literary tradition

**Unit 2: Archaic Greece (800-480 BCE)**

(T) 1/21 Origins and Power(s) of Love/Desire/Aphrodite/Woman
Read and be prepared to discuss:

- Hesiod’s *Theogony* (OAKS)
- Homer (OAKS)
- GV: Archilochus Epode fragments 191, 193, 196; Sappho 1, 2, 47, 102, 105a and 130; Bacchylides 20B; Anacreon 357, 396, 413, 428; *Theognis* 1353-56, 1386-89

What is the relationship between love, sex/sexuality, beauty and Aphrodite? Why is love one of the earliest gods created in the universe? What accounts for the different genders the Greeks assigned to forms of love and beauty? What kind of power does love
exercise? Through what images / language is this expressed? What are similarities/differences in expression among these authors? Are these poems autobiographical?

(R) 1/23 Images and Metaphors of Love; symposium and thiasos
Approaches: essentialism vs. constructionalism
The court case of Evans vs. Romer
Read and be prepared to discuss:
• GV: Mimnermus 5; Archilochus 2nd Cologne Epode; Sappho 94, 105
   a; Anacreon Elegy 2, 347, 358; Theognis, 1345-50, 1365-66, 1367-68, 1369-72, 457-60, 1065-70

What are some repeated images and metaphors authors use to express the power of Love? Why (or why not) are these effective? What role does the symposium/thiasos have in relation to love, sex?

JOURNAL RESPONSE IDEA: Write a response discussing the roles of the lover versus the beloved. How do the poems represent the lover? The beloved? What do these poems tell us about the appropriate roles for lovers and the objects of their desires? Is the role of the beloved the same for young women and young men?

(T) 1/28 Youth and age; Roles of the lover and beloved; ancient pederasty
Read and be prepared to discuss:

Consider how these poems represent various stages of the affair between lover and beloved. What is the speech act which represents the “kernel” of each of these poems? What imagery is used to represent each stage of the love affair?

Unit 3: Classical Greece (480-323 BCE)

(R) 1/30 Profane versus sexual love
Read and be prepared to discuss:
• Euripides’ Hippolytus

What is the interaction between free will and the gods’ powers when it comes to love? What messages might this play communicate about proper sexual behavior and limits? What do we learn about the Greeks various attitudes to different forms of love?

(T) 2/4 Excess and Moderation; Love sickness
Read and be prepared to discuss:
• Euripides’ Medea

What is at the heart of Medea’s rage? Is she justified in her emotions and her final revenge? What emotions do you feel towards the characters? When does love justify violence (if ever)?
Love and Duty
Read and be prepared to discuss:
  • Euripides’ Alcestis

What are the elements of spousal love? How is love related to duty and sacrifice? What does this play tell us about ancient Greek marital expectations? Gender relations? Boundary lines?

Test 1

Platonic Love and Desire
Read and be prepared to discuss:
  • Plato’s Symposium: Speeches of Phaedrus, Pausanias, Erxymachus, and Aristophanes (1-193e)

What is Phaedrus’ conception of homo-erotic love? How does Aphrodite figure in terms of love (is this different from Hesiod’s version we read earlier?)? What is Aristophanes’ theory regarding homo-eroticism?

No Class; I will be at Chapel Hill for an invited lecture.

JOURNAL RESPONSE IDEA: Pick one of the relevant articles posted on OAKS. Write a critical analysis of the article.

Eulogies of Love; Forms
Read and be prepared to discuss:
  • Symp.: Speech of Agathon, Socrates Questions Agathon, Socrates Questions Diotima, Diotima Questions Socrates, and The Speech of Diotima; Alcibiades (22-end)

How does moderation play a role in love? Try to explain the nature of Socratic dialogue. What is its purpose? Is this a successful method? Who is Diotima? What are “Forms”?

Love, beauty and humanity
Read and be prepared to discuss:
  • Plato’s Phaedrus

What is the organization/methodological scheme of this work? Write out an outline. How is this (later) work of Plato similar/dissimilar to the Symposium and its thoughts on love? What is the interrelationship among love, humanity, and immortality? How does this work resonate with our modern world?

Unit 4: Hellenistic Greece: (4th c. - 1st c. BCE)

Pastoral Love and the Hellenistic epigram; Poetry as cure for Love
Read and be prepared to discuss:
  • GV: Asclepiades (all); Theocritus 1, 2, 3, 11; Callimachus 46P
  • OAKS: Moschus, Bion, Alexandrian Erotic Fragment, The Greek Anthology (all).
What innovations do these authors offer? What element does the countryside / pastoral have in these poems—what is the relationship between the countryside and sex/love?

(T) 3/4 NO CLASS Spring Break

(R) 3/6 NO CLASS Spring Break

**Journal Response Idea:** How does “Catullus” represent himself in his poems and how does he accomplish this? What repeated themes/imagery does he use to express his relationship(s). Why? What emotions does he convey and how? Is his self-representation different from how he writes about others’ relationships?

**Unit 5: Late Roman Republic (1st century BCE)**

(T) 3/11 Roman Elegy and the elegiac cycle; the poet-lover
Read and be prepared to discuss:
- **GV: Catullus (all)**

What range of emotions does Catullus cover? How does he describe beauty (either directly or through metaphors/images)? Who do you think is the intended audience(s) of his poetry? Do you find his poetry elegant, offensive, funny? What persona does Catullus create for himself in terms of being the loved/beloved?

(R) 3/13 Roman Sexual Morality and Political Invective
Read and be prepared to discuss:
- **Oaks: Catullus selections; Cicero Against Verres; In Defense of Caelius; Second Philippic (selections)**

How is sex and the sexualized body used as a form of personal, and perhaps more importantly, political invective? How do these occurrences reflect the genre in which they are produced? What do these occurrences tell us about the Roman’s considerations of sex, the body, and “proper” modes of behavior? What do they tell us about Roman attitudes towards homosexuality?

**Unit 6: The Augustan Age (27 BCE – 14 CE)**

(T) 3/18 Literary patronage; the love affair at Rome
Read and be prepared to discuss:
- **GV: Virgil and Horace (all)**

How do Virgil and Horace differ from Catullus? Do they continue earlier Greek traditions? How or how not? What images/metaphors do they rely upon to communicate love, sex, and beauty? (Note the different translations for Horace’s poem—which translation do you like better? Why?)

(R) 3/20 Pastoral images of love revisited, the elegiac mistress, Roman women
Read and be prepared to discuss:
- **GV: Tibullus (all), Propertius (all); Oaks: Sulpicia**
How are Tibullus and Propertius similar/dissimilar to the Greek pastoral tradition? Do you relate to their poetry? Why or why not? What is their elegiac mistress like? Does she seem real? Who would enjoy this poetry? Do you think there intended audience is the same as Catullus? What do you think of Sulpicia’s poetry? Is there anything in the poem that tells you the author is a woman? Do you approach the poems differently knowing the author is a woman? Can you compare her to Sappho?

(T) 3/25  
Slavery and the Violence of Love  
Read and be prepared to discuss:  
• Ovid, Amores: 1.2, 1.5, 1.6, 1.9, 2.15, 2.19, 3.2, 3.7, 3.11a, 3.11b and 3.14; Metamorphoses (selections)

(R) 3/27  
The Illicit Affair, Love as an art, Didactic elegy  
Read and be prepared to discuss:  
• Ovid, Ars Amatoria Bk. 1, 3

Is this a serious work? How can you tell? Who is the intended audience? What kind of “love” are we talking about? Is the person looking for a serious relationship or something else? Can you think of a modern equivalent to the Ars?

(R) 3/27  
The Love-letter; Absence and Separation  
Read and be prepared to discuss:  
• OAKS: Propertius 1.11, 4.1; Ovid Heroides 1; Tristia 1.6 Epistulae ex Ponto 3.3

What is the interrelationship among love, absence, and desire? How do these different genres, in particular the epistolary genre, influence these expressions? How do exile and its challenges impact expressions of love and desire?

(T) 4/1  
EXAM 2

Unit 6: The Early Roman Empire (1st c. CE)

(R) 4/3  
Love, Sex, letter-writing and epigrams  
Read and be prepared to discuss:  
• OAKS: Cicero Epistulae (selections) Pliny Epistulae (selections); Martial Epigrams (selections)

How does Pliny write to his wife and how does this compare to Cicero? How does Pliny feel about “occasional” poetry and its topics? How is this then expressed by Martial?

JOURNAL RESPONSE IDEA: Pick one of the articles listed on OAKS. Write a critical analysis of the article.

(T) 4/8  
“Occasional” poetry: the intersection of marital and erotic sex; two Venuses  
Read and be prepared to discuss:  
• OAKS: Statius Silvae 1.2, 2.1, 2.6, 3.4, 3.5

In what (innovative) ways does Statius combine praise with the real-life sexual practices (and identities) of his addressees? What is the relationship between elegy and marriage
in 1.2? What is the range of attitudes/thoughts towards love, sex, and beauty covered by Statius’ poetry? What do these poems tell us about Roman attitudes towards homosexuality and its public expression? Has it changed since Cicero’s day?

Unit 6: The Roman Empire and the Second Sophistic (2nd–3rd c. CE)

(R) 4/10 Fronto and Marcus Aurelius: more than a teacher and his pupil? Read and be prepared to discuss:
   • OAKS: Marcus Aurelius and Fronto Epistulae (selections)

Flesh out the complex dynamic between Fronto and Marcus Aurelius: what is the didactic interrelationship between the two? Is there something more? How (and why?) do they write to each other with such erotic expression? How is their correspondence different from other types you’ve previously read?

(T) 4/15 The Secondo Sophistic Read and be prepared to discuss:
   • OAKS: Philostratus Love Letters (selections); Aelian Historical Miscellanies (selections)

(R) 4/17 Hadrian and Antinous; Conclusion

(T) 4/22 Test 3

(R) 5/1 Final Essay due by 3 pm in OAKS.
Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): Noelle Zeiner-Carmichael
Course Number: CLAS 356
Course Name: Ancient Roman Letters

This Course is currently Listed in the Undergraduate Catalog Yes___ No__X_ (If your answer is “No”, please explain the status with the curriculum committee)___submitted for listing in Undergraduate Catalog

The proposal has been submitted to the Provost’s Office and should be scheduled to be presented to the Curriculum Committee at their March 14th meeting.

Department of faculty member(s): ____CLASSICS________________________

Course Description:

Students explore themes and topics of Roman daily life through analysis of letters written by Cicero, Horace, Pliny and others; texts also include Christian authors and papyrus/tablet remains from Egypt and Britain. The study of letters will include theoretical approaches and their relationship to modern electronic communication and social media.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

This course offers students an opportunity to explore Roman daily life and culture via epistolary literature. Students read a wide range of letter types including prose, verse, letters sent and received, literary letters, and papyrus remains. The course utilizes various theoretical methodologies (epistolary, network) and textual sources, thus challenging the student to contextualize and synthesize a wide array of materials.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

The course explores the social, cultural, and political contexts of letter-writers, delivery methods, and the symbolic role of the letter in self-fashioning and the creation of literary immortality. Students trace recurring epistolary themes such as death, exile, women, slavery,
entertainment, architecture, and consider the complex interaction between letter-writer, recipient, and audience. As an interdisciplinary course, students thus learn about a wide range of topics and historical periods, while making connections with their own modern context, especially as it relates to letter-writing, social media, and electronic communication.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

Students read a range of ancient letters from the 1st c. BCE – 2nd c. CE. Selections include letters written by Cicero, Horace, Ovid, Pliny the Younger, Paul, John, and letters from Egypt and the Roman British garrison at Vindolanda.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Tests include analysis and recollection of primary source readings. Students write analyses of articles and produce a final paper that examines and analyzes primary source material.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It falls short of supporting the main idea or ideas. Paper (or equivalent) reveals weaknesses in written English or the Target Language of the Course.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It supports the main idea or ideas. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) convincingly supports the main idea or ideas. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

**Use of Primary Sources/Disciplinary Methods**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
</tbody>
</table>

**Analysis of Ideas**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
<td>Paper marginally moves beyond description; interpretation may contain inaccuracies or irrelevancies.</td>
<td>Interpretation clearly moves beyond description but is less than comprehensive.</td>
<td>Interpretation clearly moves beyond description and takes into account the complexities of the topic.</td>
</tr>
</tbody>
</table>

**This course will meet both assessments with one signature assignment, in this case a research paper due on the last day of class.**

**Signature Assignment: Research Paper**

The final paper requires you to focus on a particular thematic aspect of ancient letter-writing and the epistolary genre. Examples include: letter-writing and provincial administration, epistolary exile, Horace’s epistolary philosophy, love-letters, epistolary self-fashioning, or Cicero
and the epistolary rhetoric of praise. You must sustain your augmentation with a thorough analysis of primary sources and situate these sources within their appropriate socio-historical and cultural contexts, so that it becomes clear how your argument increases our understanding of Roman life. I also expect you to incorporate an interdisciplinary angle, such as a theoretical approach (e.g., network theory, social/literary theory) or an investigation linked to another discipline (e.g., philosophy, religion, etc.).
III. SYLLABUS REQUIREMENT

Syllabi should include the following:

“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

**General Education Student Learning Outcomes**

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion 10%
- Quizzes 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home) 15%
- Midterm Exam 20%
- Comparative Analysis Paper (6-8 pgs.) 20%
- Final Exam 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________
CLAS 356: Ancient Roman letters
Spring 2014
TR 12:15-1:30
Randolph 301A

Dr. Noelle Zeiner-Carmichael
Office Hours: TR 8-9 am; 11-12 and by appointment

General Education Student Objectives:
This course meets the following General Education requirements for Humanities:

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through a final paper due on the last day of class.

Course Objectives
This course is designed to introduce you to several significant classical Roman authors, their epistolary literature, and the socio-cultural context in which these authors lived and wrote. We will also take an interdisciplinary approach by exploring epistolary literature in light of different disciplines (philosophy, religion, gender studies), approaches (gender theory, Lacan), and thematic strains. Specifically course objectives include:

• To explore the letter as a literary genre by examining the various internal and external influences that shaped and determined its form.
• To differentiate between actual letters that served a practical purpose (i.e. letters actually sent and received) and purely literary/poetic letters that served as entertainment, didactic, or other implied purposes.
• To determine the probable intended audience for a letter (i.e. public versus private) by studying its content, form, addressee, authorial voice, and style.
• To examine the realities of epistolary correspondence as imposed by the social constraints of the ancient world and as indicated in the letters themselves.
• To investigate various sub-genres or sub-themes contained within the letters: consolatory, moralizing, theological, historical narrative, etc.
• To explore the letters as social documents that reflect both the static and shifting nature of Roman daily life and customs.
• As a point of comparison, to note the differences and similarities between ancient and modern letter-writing by highlighting the letters of major and minor figures throughout U.S. history.

Required Texts:
2. Letters of a Nation, Carroll (Broadway 1997)
3. Supplemental readings, including scholarly articles and chapters, posted on OAKS.

*Please note that I do not receive any royalties from the purchase of my authored book for this course at the College of Charleston.

Methodology
We will adopt a chronological approach beginning with the earliest epistolary sources, but this will only serve as a basic framework for establishing the epistolary tradition and exploring literary and cultural topics. Such a chronological approach will facilitate diachronic study and synthesis of epistolary themes, conventions, and scholarly interpretations. Class time will comprise textual analysis and discussion of assigned readings.

Course Requirements
Requirements for this course include consistent attendance and participation, written analyses, tests, and a final essay.

Grading Breakdown
Attendance and Participation 25%
Written Analyses / Letters (8 total) 25%
Tests (2, 15% each) 30%
Final Paper 20%

Attendance/Participation: 25%
This course requires extensive reading and discussion of literary texts. Daily attendance is imperative and your active participation is required. It will be impossible for you to do well if you do not come to class. Merely listening to others speak is unacceptable; you must be willing to express your opinions, respond to questions, and, just as importantly, ask questions. Each week two students will work together as a team to lead a class discussion on the day’s assigned readings.

I will note absences. You may have 3 absences without penalty. If you choose to miss more than 3 classes you will fail the attendance/participation portion of the final grade. I reserve the right to assign a WA for excessive absences (more than 7) will result in a WA. In the case of unexcused absences it is YOUR responsibility to find out about missed announcements, handouts, and to obtain notes from a classmate. Schedule travel plans/holiday plans
accordingly. I will not make alternate test arrangements with you except for religious exceptions, family emergencies or serious illness (the last two need to be documented).

If an emergency or illness prevents you from coming to class and you wish to have the absence excused, follow the procedure below. Documented and excused absences do not count toward the 3 classes you may miss this semester.

Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Absence forms also are available online at:
http://studentaffairs.cofc.edu/about/services/absence-memo2012-09.pdf
You will need to provide documentation to the dean (not to me) for health, personal, or emergency situations.

Students must complete readings in a timely fashion to make possible full participation in class discussions. Make sure that you read and analyze all texts carefully and critically by the beginning of the class period for which they are assigned. You should bring the readings (including OAKS assignments) with you to class. Also come with notes on the readings and be prepared to both answer and ask questions about the readings. Participation grades will be calculated based on both the frequency of your contributions in class and, more importantly, the quality of your comments. In particular, I am looking for evidence that you have completed the readings and that you are connecting them to the themes we have discussed in class. When I calculate final attendance and participation grades, I use the following general guidelines:

A = student has attended almost every class, participates regularly, demonstrates knowledge of readings, makes thoughtful and insightful comments, and asks relevant questions.
B = student has attended almost every class and participates regularly. Comments and questions are relevant but could be more thoughtful; student could engage more deeply with the readings or course materials.
C = student has attended almost every class but does not participate regularly.
D = student demonstrates spotty attendance and rarely participates.
F = student has attendance problems and does not contribute to class discussions in any meaningful way.

All assignments are due at the beginning of class. I may choose not to accept late papers and assignments, but if I do, they will be marked down one grade per day (so a B becomes a C after one day). Papers or assignments handed in after the start of a class period will be considered one day late. Assignments not handed in will receive a grade of zero or F. Any student who does not complete ALL required readings, assignments, essays, and exams may fail the course.

Written Analyses / Letter Forgeries: 25%

Over the course of the semester you will produce six critical analyses and two “forged” letters. Your analyses will focus on secondary sources (peer-reviewed journal articles / book chapters) and your letters will be written following the model of ancient letter-writers. The analyses will include a summary of the article/chapter and an analysis of its argument, particularly as it relates to the course and assigned primary sources. The letters are more creative in nature and require you to write an epistolary forgery in the style of an ancient letter writer. I will drop the lowest score of your critical analyses. Thus, you will receive grades for 7 written assignments. Additional information will follow.

Tests: 30 % (each worth 15%)

There will be two tests that will cover reading assignments and class discussion. Tests will be writing-oriented: identification/short answer/essay. Test 2 will occur on the last day of class. Make-ups are at my discretion and provided you have a legitimate excuse acquired from the Office of Undergraduate Studies.
**Final Paper: 20%**

The final paper requires you to focus on some thematic aspect of ancient letter-writing and the epistolary genre. You may choose to focus on a historical element/time period or explore a more thematic topic. Your paper should focus on the ancient world. Examples include: letter-writing and provincial administration, epistolary exile, Horace’s epistolary philosophy, love-letters, epistolary self-fashioning, Cicero and the epistolary rhetoric of praise, etc. I strongly encourage you to incorporate an interdisciplinary angle, such as a theoretical approach (e.g., network theory, social/literary theory) or an investigation linked to another discipline (e.g., philosophy, religion, etc.). You may, with special permission from me, focus on a modern epistolary author/text, as long as your paper incorporates some kind of comparative analysis with the ancient Roman world and its epistolary literature.

I will work with you to help you choose an appropriate topic and I will provide a more detailed outline of assignments related to this assignment as well as a grading rubric. This assignment is worth a significant portion of your final grade and thus should reflect work conducted over the entire course of the semester.

**Special Accommodations**

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP, please come and discuss this with me during my office hours.

**Classroom Conduct**

The College’s Classroom Code of Conduct is available in the Student Handbook, pp. 49-50. [http://studentaffairs.cofc.edu/honor-system/studenthandbook/documents-pdfs/handbook.pdf](http://studentaffairs.cofc.edu/honor-system/studenthandbook/documents-pdfs/handbook.pdf). Please note that conduct in class constitutes part of your attendance and participation grade; repeated or excessive disruptions may result in further penalties. Do not talk with classmates, allow cell phones to ring, or email/text in class.

**Contacting Me**

You must use your college email account to email me. During the week I will try to respond within 24 hours. I check my email less frequently over the weekend. Emails should contain a specific subject heading that identifies the content of your email (e.g., “homework question”; “schedule meeting?”; etc.). You may also call me on my office phone.

**Grading Scale**

Note: Grades are not negotiable. I do not give grades: You earn your grade. Do not ask me about extra credit.

100-94 A
93-90 A-
89-87 B+
86-83 B
82-80 B-
79-77 C+
76-73 C
72-70 C-
69-67 D+
66-63 D
62-60 D-
59-0 F
Honor Code

Please note: ignorance is not an excuse. Cheating of any form including undocumented references in your paper will be considered intentional and thus plagiarized. It is your responsibility to make sure you understand proper documentation of sources and the rules surrounding plagiarism. If you are unsure you may talk to me, a librarian, or the writing center.

Read and review the following:
Classics Department 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 have committed a Class 1 or Class 2 violation of the Honor Code in connection with any requirement for a course in the Classics Department will receive a final grade of “XF” for the course. Those admitting to or found by the Honor Board to have committed a Class 3 violation will receive sanctions as deemed appropriate by the instructor. These actions will be taken in addition to any other sanction that may be imposed by the College’s Honor Board.

Revised version adopted by the Classics Department faculty, April 3, 2007

Semester Outline and Reading List (subject to adjustment)

Unit 1: Providing A Context: Checking Our Baggage / Establishing a Tradition

(R) 1/9 Reading a Letter / Syllabus / Approaches

(T) 1/14 The Letter as a literary genre / Greek precedents
Read and be prepared to discuss:
• Modern letters, a selection

(R) 1/16 Epistolary Theory (?)
Read and be prepared to discuss:
• Z-C 183-85
• AC 249-50; 281-82

Unit 2: The Roman Republic

(T) 1/21 Cicero: rising star and political enemies
Read and be prepared to discuss:
• Z-C 21-31; 61-62
• AC 244-5, 92-3

(R) 1/23 Cicero: the fall from stardom and exile
Read and be prepared to discuss:
• Z-C 32–36

(T) 1/28  Cicero: history, literary fashioning and immortality
Read and be prepared to discuss:
• Z-C 36–43

(R) 1/30  Changing tides: impending civil war / a Lacanian approach
Read and be prepared to discuss:
• Z-C 43–55
• AC 109–112

(T) 2/4  Death, the Consolatio, and the end
Read and be prepared to discuss:
• Z-C 55–61
• AC 255–6, 263–4, 361–2, 369–71

(R) 2/6  Catullus and the verse epistle
Read and be prepared to discuss:
• Z-C 62–64
  • 2. Cicero forgery due

Unit 3: The Augustan Age

(T) 2/11  Augustus in letters;
Read and be prepared to discuss:
• Z-C 66–68

(R) 2/13  Horace and the verse epistle: “real”?
Read and be prepared to discuss:
• Z-C 68–72
• AC 331–34

(T) 2/18  No Class; I will be at Chapel Hill for an invited lecture.

(R) 2/20  Horace and the verse epistle
Read and be prepared to discuss:
• Z-C 72–79

(T) 2/25  
Propertius and Ovid: mythological letters / an intertextual-gender approach  
Read and be prepared to discuss:  
• Z-C 79-83  
• AC 288-90, 290-999  

(R) 2/27  
Test 1

(T) 3/4  
NO CLASS Spring Break

(R) 3/6  
NO CLASS Spring Break

Unit 4: The Roman Empire

(T) 3/11  
Ovid: letter-writing from the Black Sea  
Read and be prepared to discuss:  
• Z-C 83-93  
• AC 4-5, 9-12, 368-69  
• 4. Article analysis due: TBA

(R) 3/13  
Letter-writing and imperial administrations  
Read and be prepared to discuss:  
• Z-C 83-93  
• TBA

(T) 3/18  
Seneca, the philosopher of letters  
Read and be prepared to discuss:  
• Z-C 99-106  
• AC 394-35, 324-27

(R) 3/20  
Seneca and Paul, slave-sympathizers?  
Read and be prepared to discuss:  
• Z-C 106-114  
• AC 104-107, 112-14, 126-27, 205-207  

(T) 3/25  
Letter-writing and Christian evangelicalism  
Read and be prepared to discuss:  
• Z-C 114–115; 154–156

(R) 3/27 Epigrammatic letters and verse letter-writing: Martial and Statius
Read and be prepared to discuss:
• Z-C 116–122

(T) 4/1 Pliny the Younger: setting the themes / literary production
Read and be prepared to discuss:
• Z-C 122-130
• AC 199–201, 245, 257–61, 381–83

(R) 4/3 Pliny and the villa
Read and be prepared to discuss:
• Z-C 130–139
• AC 270–71, 286–88

(T) 4/8 Pliny, Vesuvius, and history / Pliny: the Black Sea revisited
Read and be prepared to discuss:
• Z-C 139–154
• 7. Pliny forgery due

(R) 4/10 Fronto and Marcus Aurelius: teacher/subject to student/ruler
Read and be prepared to discuss:
• Z-C 156–164
• A. Richlin. Marcus Aurelius in Love (excerpts)

(T) 4/15 Fronto and Marcus Aurelius: hypochondriacs?
Read and be prepared to discuss:
• Z-C 164–169
• AC 307, 362–64

Unit 5: Material Remains and the Epistolary Legacy

(R) 4/17 Material Remains: letters from Vindolanda and Oxyrhynchus
Read and be prepared to discuss:
• Z-C 169–178
• AC 153–58
(T) 4/22  Test 2
Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): Lisa Samuel & Malte Pehl (others likely in the future)
Course Number: HONS 173
Course Name: Honors Introduction to International Studies
This Course is currently listed in the Undergraduate Catalog  Yes___  No_X___
(If your answer is “No”, please explain the status with the curriculum committee):

The course goes before the Curriculum Committee in March. Assuming it is approved it will go
before the Faculty Senate in April and be approved for the 2014/2014 Academic Year.

Department of faculty member(s): International Studies Program

Course Description:
The Honors version of the Introduction to International Studies course introduces a base of knowledge,
analytical skills, and a vocabulary of concepts useful for understanding the multi-dimensional concerns of
International Studies. Through an examination of international politics, economics, society, history,
literature, and environment, this course will enhance the student’s appreciation for an International
Studies approach to issues associated with global development. The Honors version of the course entails
more in-depth discussion, a heavier reading load, and more substantial written assignments.

I. Explain how the proposed course satisfies the following Approval Criteria for
Humanities:
1. The primary purpose of the course is the examination of particular expressions of human
culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

HONS 173, Honors Introduction to International Studies, helps students acquire basic
knowledge, analytic skills, and vocabulary of concepts useful for understanding the multi-
dimensional concerns of International Studies via an examination of the many debates over
global issues related to international politics, economics, society, history, and literature.

2. The course must analyze how ideas are represented, interpreted, or valued in these
cultural expressions.

Using “globalization” as the overarching concept, students write a analysis paper of 1500 to 2500
words applying their knowledge about globalization to a particular problem or issue (such as
migration, environmental degradation or the role of women in globalization). They analyze
primary sources dealing with these issues from a global perspective as well as within their
respective regional or national contexts to analyze similarities and differences in the views on the
issue in various regions of the world and how the primary sources draw on ideas such as
diversity, justice or power.
Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

Standard: At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations 1</td>
</tr>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS OF IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations 1</td>
</tr>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
</tr>
</tbody>
</table>

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Evidence: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

Standard: 80% of students receive a score of 3 or 4 on each dimension.
III. SYLLABUS REQUIREMENT

Syllabi should include the following:

"General Education Student Learning Outcomes" section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

**General Education Student Learning Outcomes**

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS, ... it should show the weight in the grade

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
SAMPLE SYLLABUS
HONORS INTRODUCTION TO INTERNATIONAL STUDIES
Spring 2014

HONS 282-02 -to become HONS 173
TR: 10.50am – 12.05pm
Classroom: 10 Greenway, Rm. 200

Instructor: Prof. Lisa M. Samuel Office: 9 Glebe Street, Rm. 202 Office Hours: unless otherwise indicated by the instructor -Wednesdays, 11am – 2pm; and by appointment. Telephone: 843-953-3389 E-mail: Samuell@cofc.edu

Course Description
“Five hundred years ago Europeans explored the Western Hemisphere and broadened their commercial contacts with Africa and Asia, beginning a gradual process of bringing regions of the world together. The Industrial Revolution in the nineteenth century and the high-tech revolution in the twentieth century have brought many of us to the point today where a phone call is possible between someone riding a train in Peru and a climber standing atop Mount Everest...Never before has the world been so integrated. Politics, markets, culture, the media, and information are no longer local but global” (Anderson et al, 2013).

Introduction to International Studies is the core course of the College of Charleston’s International Studies major. As we progress through the course, you will work towards achieving the following Learning Outcomes:

A. International Studies and Course-Specific Learning Outcomes:
1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines.
2. Students will become familiar with the various “ways of knowing” in different disciplines.
3. Students will compare and contrast these different disciplinary perspectives on the local-global connections in the social, cultural, economic, political, geo-political, and international legal spheres.
4. Students will acquire an understanding of the interdisciplinary and multidisciplinary aspects of the course, that is, to understand how different disciplines approach problems and questions, as well as how different disciplines connect with one another, or simply contradict one another, when it comes to methods and goals.
5. Students will explore the notion that the modern age, and the interconnectedness of global
(see below for further detail). Furthermore, class participation counts for 15% of your final grade; at the risk of stating the obvious, if you are absent, you cannot participate.

Class Participation
You are expected to read all of the assigned material prior to the class for which it is assigned, and to actively participate in class discussions. Constructive, productive, respectful class discussion is something I take very seriously. I not only encourage it, but require it of each of you (see below re Class Participation and Courtesy in Class). Once we have such discussion going, I will not stifle it. This may mean that there are times when our class appears to go “off topic” – but do not assume this to be the case. Often such discussions lead to the new “ways of seeing” old material and ideas which I consider vital to your learning experience in my class.

Learning should not be viewed as a passive exercise in which you listen to your Instructor lecture on a particular topic. I expect you to participate in class discussions by asking questions and making observations about the readings, and by analyzing the topics critically. Critical thinking is an ongoing process of continuous assessment and reassessment of the dominant views in a field of study. My goal is to engage everybody in a continuing dialogue with the readings and with each other. I value the quality of your comments. Please do not simply repeat what has been said in class. Attempt to provide an analysis of the material covered.

As noted above, part of your final grade will depend upon your class participation. The grade I assign for your class participation will be based on the quality rather than the frequency of your participation during class meetings. To improve the quality of your participation, finish the assigned readings for the week before coming to class and keep yourself informed of current global events by regularly following the news. **You will be provided with reading guide questions – for most classes -that you should be able to answer after you are finished critically reading the assigned articles; these reading guides serve to highlight the relevant information. Additionally, think of the reading guides as a guide for in-class quizzes and exams.**

If you do not feel confident about expressing your opinion(s) on a particular issue that is taken up for discussion, then ask a relevant question. Often, a thoughtful question that is well-formulated will earn you more points than an unsubstantiated and irrelevant statement. Think critically and analytically, and please do not hesitate to ask for explanations of terms used in class.

Examinations
You will be held responsible for all of the assigned reading material, as well as for all information, materials, and instructions which may not be addressed in the assigned readings, but which may be disseminated during classes.

There will be one in-class exam in the course of the semester. **This exam will be taken in class on February 25, 2014. You will need Blue Books for the exam. The exam will consist of short answer questions.**

Fair warning: I do not give multiple choice questions in exams. However, I do reserve the right to change the format of the exams, but with adequate notice to you. Make-up exams will be administered only in
Changes to this syllabus are at the Discretion of the Instructor
HONS Intro to International Studies HONS 282-02 Spring 2014 Samuel – to become HONS 173

scale; I do not curve or otherwise judge your performance against that of your classmates. If you wish to know your current grade standing in class, inquire with me about this in person. I do not give or “discuss” grades by email; this is to protect your privacy.

Remember that attendance is required and participation is taken into account in your final grade to a significant extent (see above). For some class sessions, you will be given and/or sent discussion questions about the readings by email, which you are expected to prepare for in-class participation.

**Note:** Your grade will be lowered if you have more than 3 unexcused absences. Unexcused absences in excess of 3 will result in grade penalties, and may include removal from the course roll. You are required to report your fourth and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for obtaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. I will not normally grant extensions for assignments, and late assignments will be penalized. Papers are due on the dates stated at the beginning of class sessions. Emailed or late papers will face grade deductions. Every day a paper is late, your grade will be reduced by 5%; a paper more than 4 days late will receive an automatic grade of F. To reschedule a make-up exam, you must provide a formal excuse and the respective evidence, such as a doctor’s note routed through the Absence Memo Office.

**Special Circumstances**

If you have any kind of special circumstances which I should be aware of, please do let me know early on so that your learning needs may be appropriately met. If you have SNAP accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the very first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for taking class notes, papers, or exams, if you are an athlete or a member of any club or organization which will cause you to travel during our course, please let me know so that the appropriate steps may be taken.

**Courtesy in Class**

As the semester progresses, you will be exposed to a wide range of perspectives, approaches, practices, and opinions. These you will encounter in your assigned readings, and in the views expressed by your instructor and fellow classmates. You may disagree with these on a personal, religious, or scholarly level. However, you are expected at all times to demonstrate respect for the views of your classmates, your Instructor, and the published scholars whose work you will read. If you wish to discuss perspectives, approaches, practices, and opinions with which you may not agree, you must do so in an informed fashion which demonstrates that you have engaged with the relevant course material, and in a manner which does not belittle or intimidate. By us all adopting such a posture, it is hoped that you will find our course to be a challenging, inspiring and enlightening experience in which you have the opportunity to revisit and, perhaps, revise, what you believe to be “truth” in the context of International Studies.

**Academic Honesty**

When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting same to the Honor Board. Students should be aware of the College’s policies on plagiarism as published in the Student
Skim Steger, chap. 2; and review * Sen, “Judging Globalism”

Reading Guide: What does “globalization” mean? When did globalization begin?
How did globalization begin?

Steger, chap. 3 & * Mingst, Economic Liberalism – excerpts; & * Griswold, Mad About Trade” ; & * Griswold, Shipping Out Jobs Reading Guide: What does the economy have to do with globalization? What is economic globalization? What role do governments play in this context? And international economic institutions? And transnational corporations? What is the IMF? What was it created to do? What does it do now? What are structural adjustment programs? What characteristics do they have? What is the GATT? And the WTO? What were they created to do? What is the World Bank? What was it created to do? What does it do now? What is neoliberalism? Give examples of neoliberalism in practice. Are the benefits of free trade distributed evenly among all countries? If not, why not? Is it correct to assume that markets will regulate themselves? Have we learned anything about this from the financial situation facing the world today?

Feb. 4 - Globalization – An Economic Phenomenon? Part II

Feb. 6 – The Globalization of Politics? Part I
Steger, chap. 4
Reading Guide: What, in general, is political globalization? What, in general, does political globalization involve? What is the extent of political globalization, i.e., how far has this process gone? Discuss Steger’s 3 “fundamental questions”: (a.) is it really true that the power of the nation-state has been restricted by huge flows of capital, people, and technology across territorial boundaries? (b.) are the main causes of these flows found in politics or economics? (c.) are we now living in an age of “global governance”? Why might it be argued that the power of the state is being eroded? What patterns might we identify which suggest this? On the other hand, why might we say that the state is still powerful in its own right? And on another hand (!), could we say that the role of the state has changed? If so, how? What is “global governance”? Is global governance constraining the traditional power of the state?

Feb. 11 – The Globalization of Politics? Part II

Feb. 13 – Globalization – Putting (some of) the Pieces Together
No assigned reading View in class Documentary – Life and Debt – selected sections

Feb. 18 – Globalization & Culture: One World or Clashing Cultures?
Steger, chap. 5 & view in class You-tube clip: War – No More Trouble Playing for Change &
Liberty, and Prospect). *“Death in Bangladesh: Triangle Fire Redux”; *“In Bangladesh Rubble, the prices of profit”; *“Barred by Wal-Mart, Bangladesh suppliers feel left on the shelf”; *“A Cry for Worker Fairness”; *“No new cash for garment industry safety in Bangladesh budget”; *“Public Outrage Over Factory Conditions Spurs Labor Deal”; *“Before You Buy That T-Shirt”; *“Economic Recovery, Made in Bangladesh?”; *“Bangladeshi accord shows limits of market forces”; *“Help Poor People in Bangladesh by Buying the Clothes They Make”; *“Don’t Blame the Brands”; *“Bangladesh still works for retailers, despite disasters”; *“White House confirms suspending trade benefits for Bangladesh”; *“Crazy Backward Policy Toward Bangladesh”; *“Not just Bangladesh, garment Makers pressured in Cambodia as well”.

Please note that for today’s class and the next, I will distribute assignment sheets allotting readings for each student’s leadership of class discussion. You will be expected to come to class on your assigned day with a summary which explains the main arguments of the day’s assigned readings, and a quote from one of your assigned readings which you found particularly interesting or problematic. You will present this to our class and briefly demonstrate how your quote relates specifically to a major idea/theme from the readings and why you found your selected quote particularly interesting or problematic.

We will then have a short class discussion session on your presentation.

April 3 – Lessons from the USA, Haiti, Bangladesh and Cambodia, II
(material variously dated May 2013-August 2013) selected from the NY Times, Reuters.com, Cato at Liberty, and Prospect) AS ABOVE APRIL 1.

b.) Women in the Corporate World: the Caribbean; Africa; the United States; Latin America; the European Union

April 8 – Women in the Corporate World I

April 10 – Women in the Corporate World II
No assigned reading Listen in class to interview given by Prugl, Elisabeth, The Decline of Machismo?2009. & Class Discussion: What is it about the present global economic crisis that suggests we may be facing a crisis in masculinity”? What, if anything, is the connection between gender and capitalism? Why is there now a growing demand for women in top corporate positions? Are we witnessing a re-organization of gender relations? Are we witnessing a decline of “Male Power” in the global corporate world?

c.) 3 Takes on Migration: the Caribbean; Africa; the United States; Latin America; the European Union

April 15 – (i.) Some Background, and (ii.) Debates
Changes to this Syllabus are at the Discretion of the Instructor
HONS Intro. to International Studies HONS 282-02 Spring 2014 Samuel – to become HONS 173

more succinct answers than the essay questions. The student must be able to distinguish between relevant and
irrelevant material. Try to limit yourself to relevancy – the quantity of knowledge is itself a trap and you must
always keep within the boundaries of the question. (b.) You will have to identify the fundamental problem(s)
posed by the question and the fundamental issues to be addressed. (c.) You will need to get to the point of your
answer very quickly, as you will have only a few sentences in which to explain the rationale for your answer.
Where the state of the field relevant to the question is not settled, the examiner will be attempting to get from
the student the nature of the controversies which have led to this, as well as any opposing views. The student
should be able to state which side of the argument is most plausible, and why. (d.) There may be alternative
answers. All should be addressed in short order. However, if you identify only one fundamental issue, don’t
waste time worrying that you haven’t come up with an alternative – there may be just one answer!

4) 4.) Finally, remember that there is no substitute for proper preparation before taking any exam. You must strive
to acquire a full appreciation of the major concepts, doctrines and principles before that moment arrives. Strive
also for excellence – never settle for mediocrity!

-----------------------------------------------------------------------------------------------------------------

* Individual Reflective Essay: “Visiting the Red Carpet: Who are you wearing?”

*I am indebted to Jon D. Carlson (2009) for this material

You are required to go through your closet, and categorize the clothing you have there by type of
clothing and by country of origin. Construct a Table, or a Spreadsheet, setting out the results of
your exercise. This will become the Appendix to your reflective essay. An example/template
which you might use is attached to this sheet.

The paper you write will take the form of a Reflective Essay. In the essay, you should address all
of the following issues/questions: (a.) what were the most surprising or bizarre things you noticed
while doing the “closet exercise”? (b.) Do you think you NEED all these clothes? Why do you
have so many? (c.) How did the actual number of locations represented compare to your
predictions beforehand? (d.) With regard to the labeling, does the origin vary by brand? Within
brand? Can you draw any conclusions as to why certain brands/articles of clothing are made in
certain places, and others in different places? (e.) Where do your clothes go once you are done
with them? (f.) Do you think producers, retailers, and consumers have any responsibility to be
“responsible global citizens”? If not, why not? If you think they do have such a responsibility,
why do you think so? And what responsibility do producers have in being “responsible global citizens”? And retailers? And consumers?

Papers are due at the beginning of class, in hard copy, on Thursday, February 13, 2014.
pitching a deal, and I was in one of those fancy New York private equity offices you can picture. And I'm in the meeting --it's about a three-hour meeting --and two hours in, there kind of needs to be that bio break, and everyone stands up, and the partner running the meeting starts looking really embarrassed. And I realized he doesn't know where the women's room is in his office. So I start looking around for moving boxes, figuring they just moved in, but I don't see any. And so I said, "Did you just move into this office?" And he said, "No, we've been here about a year." And I said, "Are you telling me that I am the only woman to have pitched a deal in this office in a year?" And he looked at me, and he said, "Yeah. Or maybe you're the only one who had to go to the bathroom." (Laughter) So the question is, how are we going to fix this? How do we change these numbers at the top? How do we make this different? I want to start out by saying, I talk about this --about keeping women in the workforce --because I really think that's the answer. In the high-income part of our workforce, in the people who end up at the top --Fortune 500 CEO jobs, or the equivalent in other industries --the problem, I am convinced, is that women are dropping out. Now people talk about this a lot, and they talk about things like flextime and mentoring and programs companies should have to train women. I want to talk about none of that today, even though that's all really important. Today I want to focus on what we can do as individuals. What are the messages we need to tell ourselves? What are the messages we tell the women who work with and for us? What are the messages we tell our daughters? Now, at the outset, I want to be very clear that this speech comes with no judgments. I don't have the right answer. I don't even have it for myself. I left San Francisco, where I live, on Monday, and I was getting on the plane for this conference. And my daughter, who's three, when I dropped her off at preschool, did that whole hugging-the-leg, crying, "Mommy, don't get on the plane" thing. This is hard. I feel guilty sometimes. I know no women, whether they're at home or whether they're in the workforce, who don't feel that sometimes. So I'm not saying that staying in the workforce is the right thing for everyone. My talk today is about what the messages are if you do want to stay in the workforce, and I think there are three. One, sit at the table. Two, make your partner a real partner. And three, don't leave before you leave. Number one: sit at the table. Just a couple weeks ago at Facebook, we hosted a very senior government official, and he came in to meet with senior execs from around Silicon Valley. And everyone kind of sat at the table. And then he had these two women who were traveling with him who were pretty senior in his department, and I kind of said to them, "Sit at the table. Come on, sit at the table," and they sat on the side of the room. When I was in college my senior year, I took a course called European Intellectual History. Don't you love that kind of thing from college? I wish I could do that now. And I took it with my roommate, Carrie, who was then a brilliant literary student --and went on to be a brilliant literary scholar --and my brother-smart guy, but a water-polo-playing pre-med, who was a sophomore. The three of us take this class together. And then Carrie reads all the books in the original Greek and Latin, goes to all the lectures. I read all the books in English and go to most of the lectures. My brother is kind of busy. He reads one book of 12 and goes to a couple of lectures, marches himself up to our room a couple days before the exam to get himself tutored. The three of us go to the exam together, and we sit down. And we sit there for three hours --and our little blue notebooks --yes, I'm that old. And we walk out, and we look at each other, and we say, "How did you do?" And Carrie says, "Boy, I feel like I didn't really draw out the main point on the Hegelian dialectic." And I say, "God, I really wish I had really connected John Locke's theory of property with the philosophers
of our companies and our organizations at seeing that the men are reaching for opportunities more than women? We've got to get women to sit at the table. (Applause) Message number two: make your partner a real partner. I've become convinced that we've made more progress in the workforce than we have in the home. The data shows this very clearly. If a woman and a man work full-time and have a child, the woman does twice the amount of housework the man does, and the woman does three times the amount of childcare the man does. So she's got three jobs or two jobs, and he's got one. Who do you think drops out when someone needs to be home more? The causes of this are really complicated, and I don't have time to go into them. And I don't think Sunday football-watching and general laziness is the cause. I think the cause is more complicated. I think, as a society, we put more pressure on our boys to succeed than we do on our girls. I know men that stay home and work in the home to support wives with careers, and it's hard. When I go to the Mommy-and-Me stuff and I see the father there, I notice that the other mammies don't play with him. And that's a problem, because we have to make it as important a job, because it's the hardest job in the world to work inside the home, for people of both genders, if we're going to even things out and let women stay in the workforce. (Applause) Studies show that households with equal earning and equal responsibility also have half the divorce rate. And if that wasn't good enough motivation for everyone out there, they also have more --how shall I say this on this stage? --they know each other more in the biblical sense as well. (Cheers)

Message number three: don't leave before you leave. I think there's a really deep irony to the fact that actions women are taking --and I see this all the time --with the objective of staying in the workforce actually lead to their eventually leaving. Here's what happens: We're all busy. Everyone's busy. A woman's busy. And she starts thinking about having a child, and from the moment she starts thinking about having a child, she starts thinking about making room for that child. "How am I going to fit this into everything else I'm doing?" And literally from that moment, she doesn't raise her hand anymore, she doesn't look for a promotion, she doesn't take on the new project, she doesn't say, "Me, I want to do that." She starts leaning back. The problem is that --let's say she got pregnant that day, that day --nine months of pregnancy, three months of maternity leave, six months to catch your breath --fast-forward two years, more often --and as I've seen it --women start thinking about this way earlier --when they get engaged, when they get married, when they start thinking about having a child, which can take a long time. One woman came to see me about this, and I kind of looked at her --she looked a little young. And I said, "So are you and your husband thinking about having a baby?" And she said, "Oh no, I'm not married." She didn't even have a boyfriend. I said, "You're thinking about this just way too early." But the point is that what happens once you start kind of quietly leaning back? Everyone who's been through this --and I'm here to tell you, once you have a child at home, your job better be really good to go back, because it's hard to leave that kid at home --your job needs to be challenging. It needs to be rewarding. You need to feel like you're making a difference. And if two years ago you didn't take a promotion and some guy next to you did, if three years ago you stopped looking for new opportunities, you're going to be bored because you should have kept your foot on the gas pedal. Don't leave before you leave. Stay in. Keep your foot on the gas pedal, until the very day you need to leave to take a break for a child --and then make your decisions. Don't make decisions too far in advance, particularly ones you're not even conscious you're making. My generation really, sadly, is not going to change the numbers at the top. They're just not moving. We are not going to get to where 50 percent of the population --in my generation.
Finally, you are required to conduct independent research to contextualize Sandberg’s speech from the perspective of the following disciplines: economics; and feminist geography including the culture of masculinity in the corporate world. Therefore, you must utilize accurately the following key concepts from economics and feminist geography in this aspect of your analysis: the private sphere and the public sphere; the connection between gender and capitalism; neoliberalism; the market; the self-regulating market; the re-organization of gender relations; the 2008 global economic crisis; a crisis in masculinity.

Conclude your paper by giving me your own view of Sandberg’s speech, and explain why you have the opinion you have!

**Grading Rubric (A.)**

A. International Studies and Course-Specific Learning Outcomes:

1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines.

   These learning outcomes will be demonstrated and assessed using a 1500-to 2500word paper (outcome no. 1).

**Grading Rubrics (B.)**

1. This course meets the following General Education requirements for Humanities:
Changes to this Syllabus are at the Discretion of the Instructor
HONS Intro. to International Studies HONS 282-02 Spring 2014 Samuel – to become HONS 173