CLAS 261 Greek Archaeology

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COURSE DESCRIPTION AND GOALS

The ancient Greek intellectual tradition is one of the foundational sources of modern western civilization. This course will introduce students to the fundamental methods of archaeology, including excavation, survey, and dating techniques, as a means of systematically gathering evidence regarding ancient societies. We will see how archaeology developed from a mass of men with shovels in the 19th century to the modern interdisciplinary process of systematic, scientific inquiry. Students will then learn methods of analyzing and interpreting archaeological evidence from ancient Greece to understand the social institutions and human behavior during major periods of ancient Greek history, from the Late Bronze Age through the Classical period (1700 BC – 323 BC). Through our chronological study of ancient Greece, students will learn about major questions in Greek archaeology and how modern scholars have attempted to address them.

Course Goals – With the successful completion of this course, students will:

• Describe the fundamental methods of modern archaeology;
• Explain how scholars have applied the methods of modern archaeology to research questions in the field of Greek archaeology;
• Identify the major buildings and artifacts of ancient Greece from the Late Bronze Age through the Classical period (1700 BC – 323 BC);
• Interpret the major buildings and artifacts of ancient Greece in terms of their social and historical context;
• Describe cultural, social, political, and religious changes that have occurred over time in ancient Greece using archaeological evidence.

SOCIAL SCIENCES ELECTIVE

Social science is the study of human behavior and action in a systematic, rigorous, evidence based, generalizing, objective, and cumulative way. Social science applies the scientific method, using qualitative and quantitative techniques, to study how people behave and act as individuals, in groups, and in society. In this course, scientific research will be used to analyze social issues in the context of diverse individual and group interactions. Specifically, the student will be able to describe the role and functions of social institutions, explain human behavior and relationships within complex social systems, and critically analyze social science issues within a larger historical and global context.

This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the introductory level:

1. Students recognize and cogently discuss significant questions in the humanities, arts, and the natural and social sciences.
2. Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview.
3. Students examine the diverse, complex and interdependent nature of people in the world.

QUANTITATIVE REASONING-FLAGGED COURSE

In courses with the QR flag, you will practice making sense of quantitative information and interpreting this information in the context of the course material. One of the goals of the QR-flagged course is to lead students towards carefully and precisely presenting quantitative information as well as inferences that such information permits, within the broader disciplinary context. A portion of the course will be devoted to your reading, communicating, and reasoning with quantitative information, as such information provides an oft-neglected perspective and can lead to conclusions which otherwise might not have been possible. The insights gained from the quantitative aspects, in concert with other perspectives, will help you form a more rigorous and robust understanding of the broader course topic(s).

Quantitative reasoning is an essential component for certain archaeological methodologies and analysis of archaeological data. In this course, you will utilize quantitative reasoning in the basic methods for laying out excavation trenches and walking surface survey tracts. In addition, you will have a basic introduction to Harris Matrices, which help archaeologists visualize and explain complex relationships in stratigraphy, and statistical applications for analyzing archaeological data. In this way, this course addresses the following Xavier Core learning objective at the introductory level:

• 2b: Students evaluate problems using quantitative methods and arguments.

REQUIRED TEXT AND OTHER SUPPLIES

Supplementary readings are required for this course. These (and others) will be posted as PDFs on Canvas. Some supplementary readings include:


**Note:** Students are required to have a compass with a movable dial marked with degrees for the survey practicum section of this course. A basic compass of this type can be purchased for ca. $15. Current iPhones also have a digital compass with degrees built in; these may also be used for the practicum.

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**COURSE POLICIES**

The format of this course will include lecture with PowerPoint, in-class group activities, discussions, and student presentations.

**Attendance Policy:** attend class regularly. In the case that you are absent, please do not contact me regarding what you have missed in class. Instead, contact a classmate. Attendance will not constitute a portion of your grade, but occasional in-class activities will be given during class time. You cannot make these up. Attendance is mandatory on Student Presentation days and archaeological practicum days, listed in the Schedule of Assignments.

**Use of Electronics** is highly discouraged. While in class, please silence your cell phones and resist the desire to check it. You are welcome to use your computer for taking notes, but do refrain from checking your email or your social networks…..or suffer the consequences! Please respect each other and the instructor in the classroom.

**Canvas:** This course will utilize the “Canvas” site. Canvas can be accessed through your XU portal. I will post handouts and lecture slides, send you e-mails through the site, and you will be able to access your course grades at any time. **NOTE:** Your name@xavier.edu e-mail account is linked to the Canvas e-mail function. *You are responsible for receiving all e-mails I send to you.*

**Students with Disabilities:** Please inform me as soon as possible so that we can accommodate your learning needs.

**Student Athletes:** Please inform me as soon as possible if you are a student athlete and will be required to miss class. I must be notified in advance of each team-related absence, in order for it to be considered an excused absence.

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**GRADING AND ASSIGNMENTS**

The following is a breakdown of the calculation of your final grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>50%</td>
</tr>
<tr>
<td>2 Presentations</td>
<td>25%</td>
</tr>
<tr>
<td>Quantitative Assignments</td>
<td>25%</td>
</tr>
</tbody>
</table>
Exams. There will be three exams for this course. The first two exams will have picture identifications and short answer questions dealing with archaeological interpretation of evidence. Be aware that you will be required to memorize names and dates for the exams. The final exam will be a selection of cumulative essays.

Presentations. There will be two presentations for this course.

Presentation 1 – Understanding Diet and Economy in the Ancient World

In pairs, you will select an archaeological site and one article of secondary scholarship regarding your site from *Diet, Economy and Society in the Ancient Greek world*, which is on Reserve at the Connection Center. First, use the library resources and the bibliography in your article to find sources that provide an overview of the site. Second, read the article. Third, assemble a presentation to explain: 1) a brief overview of your site (location, dates, size, use(s)), 2) the question(s) that the scholar is attempting to address, 3) the methodological approach and the evidence used, and 4) the scholar’s conclusion(s). Presentations must be 12-15 minutes in length and use PowerPoint. No two groups may have the same site.

Topic suggestions:
Thebes (EH II, pp. 89-102)  
Archontiko (EH, pp. 113-122)  
Lerna (MH, pp. 133-147)  
Asine (MH, pp. 149-161)  

Akrotiri (MC-LC I, pp. 33-46)  
Thessaloniki Toumba (LH, pp. 173-185)  
Karabournaki (IA, pp. 205-214)

Presentation 2 – Special Topic

Explore a major question within a special topic in Greek archaeology. Topic suggestions are below. Select a topic and begin general reading to gain a basic introduction to the topic. Then, you are required to meet with Dr. Hogue to discuss possible questions for your research. Present to the class the major question that you investigated, two scholarly approaches to the question, and your own idea for a future approach to the question, based on modern archaeological methodology. Presentations must be 12-15 minutes in length. No two students may have the same topic.

Topic suggestions:
Minoanization  
Tholos Tombs at Mycenae  
Tholos Tombs at Pylos  
Attic Vase Painting Trade  
Classical Greek Armor  
Architecture of Greek Theaters  
Iron Age Diaspora  

Archaeology of Greek Language  
Greek Colonization  
Apulian Vase Painting  
Seafaring & Trade Routes  
Greek Original Sculptures & Rome  
Water Resources & Management  
Digital Site Reconstructions

Presentation Notes:
1) Topics must be approved by me. Select a topic as soon as possible and see me for approval. The topics above are suggestions. If you are interested in a topic that is not on the list, please let me know and we can discuss your options.

2) A list of sources, including a minimum of two books and two articles, must be submitted prior to the presentation.

3) A presentation outline including citations must be turned in immediately following the presentation.

4) Students are required to use PowerPoint for the presentation.

Assignments. Assignments will include both at home and in-class activities, such as article summaries, artifact and site analysis interpreting basic statistics, date calibrations, and a surface survey practicum. These assignments are designed to provide hands-on experience in archaeological methods and identification of Greek artifacts from the Late Bronze Age through the Classical period (1700 BC – 323 BC). There will also be a short written reflection assignment at the end of the semester.

Makeup Policy. There are no make-up exams or quizzes without an authoritative excuse and written documentation such as a physician’s note, an obituary notice, or a police report. If you have legitimate scheduling conflicts (e.g. athletic engagements) you must present evidence to confirm your participation and take the exam ***AHEAD*** of time, not after. You must provide the professor with at least 72 hours notice. Please note the dates of the exams on the class schedule and plan accordingly.

Late Policy. All work must be completed on time. You will lose 10% the first day and 5% each successive day for late summaries, presentations, and papers. Tests must be taken at the scheduled dates during class. Make ups cannot be administered except for emergencies documented by the Dean, must be taken within a week of documentation, and may differ from the original. Please write legibly. Points deducted for unclear penmanship cannot be made up.

Academic Misconduct: Plagiarism and Cheating. You commit plagiarism if you copy someone else’s assignment, take information from a source and do not cite the source, copy a paper from the internet (we can all use Google!!), buy a term paper, or dishonestly use any source of information. Any of these actions will result in an F for the course grade, and a record of your misconduct will be placed on file with the university. A second offense may result in expulsion from the university. If you have any questions about what might constitute plagiarism, please consult me or the Student Code of Conduct before you jeopardize your course grade and your academic career. Cheating on in-class exams will also result in an automatic F for the course and a report to the dean’s office.