

F/W 2013-2014

The College of the Humanities
Greek and Roman Studies Program

CLCV3202a/HIST3101a Roman Archaeology for Historians



Professor: Dr. Shawn Graham

Office: Paterson 406

E-mail: shawn_graham@carleton.ca

Office Hours: Wedns 11-12; by chance or appointment

Class Time: Tues, Thurs, 1.05-2.25 pm

Class Location: SA 413

("Inscription", cc Boyd Dwyer, Flickr)

Course Website: While we will be using cuLearn for 'private' materials, a significant portion of this class's materials will be found at <http://3202.graeworks.net>

Course Description: This course addresses two related questions. One, how do archaeologists know what they know? Two, how do we as historians write history from this knowledge? Its content focus will be on the material culture of the Roman Empire (primarily the period of the High empire, but perhaps with forays back into the earlier Republican era or forwards into the Late Antique), and especially, the city of Rome itself. It may conclude with an exploration of the reception of Roman archaeology in the modern day, in fields as varied as politics, architecture, and video games.

In addition to grasping the specific content covered by this course, one of the central objectives is to introduce students to the methodological and interpretive issues involved in doing Roman archaeology. Digital tools play a major role in both wrangling the data, and in its interpretation. Be prepared to engage with digital maps, networks, and simulations.

Much of the work that you do will be posted to a course blog. I encourage you to use your own name as a way of developing your online academic signal in the noise of the internet. However, if you have privacy concerns you may use a pseudonym. All posts must be respectful in tone and language, and in good faith. I reserve the right to delete any user account that uses obscene language, is defamatory, or otherwise contributes to creating an unsafe environment. Bullying will not be tolerated. Please see Dr. Graham if you do have privacy concerns.

Objectives: I firmly believe that the best learning comes from crafting knowledge with your own hands, what the digital humanities people sometimes call 'hacking as a way of knowing'. That doesn't necessarily mean writing essays, though that can be part of it. It does mean that each exercise in this class is meant to build upon earlier ones, towards a final goal. That goal is:

- to introduce and explore key concepts in Roman archaeology

- to explore the tensions between historical and archaeological ways of knowing about the past
- to express history and archaeology in a way that takes advantage of the key affordances of digital media.

Why this last objective? I believe that archaeology and history should be ‘public’ – we should not always be ‘doing’ our craft for our peers but rather for and with the wider world that supports us. Roman antiquity resonates today in our laws, our architecture, our art, and our culture (even if you object to that notion of ‘our’: who’s in, who’s out? The Romans struggled with that too). Digital media have transformed the way we learn about the world, and so I want students who complete this course to be able to develop some media literacy to express history/archaeology this way.

Required Textbooks: As a general rule, each week we will use the first session to set up some of the major themes and questions we will want to explore; in the second session we will look at current research projects, websites, and other materials in the light of those themes. Students will be expected to have completed all readings and will be prepared to contribute actively to the discussion. Please see the weekly modules in our cuLearn course space. Two fine books that cover many of the issues and ideas that we are interested in, which you **may** wish to purchase, are

Greene, Kevin *The Archaeology of the Roman Economy* UC Press, 1986.

Laurence, Ray *Roman Archaeology for Historians* Routledge, 2012.

Weekly Topics (subject to change)

1. Introduction; classicists v archaeologists; history of Roman archaeology
2. Archaeological Theory, Historical Theory & points of intersection
3. Cities
4. Countryside
5. Trade
6. Military
7. Art & Architecture
8. Religion
9. Bread & Circuses
10. Romanization, Resistance, Creolization
11. Roman reception. Antiquities trade.
12. Student final work presentations. What do historians need to learn from archaeologists, and why?

Grades: Grades will be assigned as percentages and alphabetical final grades will be assigned following the percentage equivalents described in the Undergraduate Calendar. Marks for all grade components will be posted on the course cuLearn site. Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Evaluation: Your grade is composed of the following elements.

Activity posts: 20%

In-class discussion leaders: 10%

In-class exercises: 20%

Major project: 40%

Attendance: 10%

Activity Posts

Starting in **week two** and running until **week eleven**, two different groups will be assigned particular roles with regard to blogging both the readings and the discussion from the week's class. These will be posted on the student's activity page on the website, at the 'What's New?' prompt. Each group will serve in each role at least once over the course of the semester (**the exact number is TBA as it depends on enrollments**). The design of this assignment is inspired from Mark Sample's English course on videogame criticism at George Mason University (samplereality.com).

The 'leader' group will each consider at least two of the required readings for the week, drawing out the interesting, puzzling, or striking elements from those readings. They may also consider linking out to other articles, recent news, and so on, that are directly relevant. These must be posted prior to the session on Tuesday.

The 'responder' group will leave critical comments on those activity posts, before discussion on Thursday, which also reference the readings and take into account Tuesday's discussion, and which try to ask good questions. For a primer on good questions, see Patrick Rael's post:

[http://www.bowdoin.edu/writing-guides/how to ask good questions.htm](http://www.bowdoin.edu/writing-guides/how%20to%20ask%20good%20questions.htm)

ALL students will be expected to have read these activity posts prior to the Thursday, and to be ready to discuss them.

In Class Discussion Leaders

In certain weeks, a third group will be designated the 'in class discussion leaders'. As individuals, they will each prepare a five minute case study related to the week's theme. Assignment of these will take place during weeks 1 and 2. These presentations should be uploaded to slideshare.net and the links posted to the activity stream prior to the Thursday session. These presentations should have a 'works cited' slide at the end, and consist of no more than 10 slides max. Each student will only have to do this once. Topics and questions to address:

Week 3: select a Roman city. What makes a city Roman?

Week 4: select a Roman landscapes research project. How do these projects write history?

Week 5: select a particular trade good and indicate the ways it has been used to illustrate economic history.

Week 6: pick a film that depicts the Roman army. What did they get right? What did they get wrong?

Week 7: consider the way a Roman building structures space. What kind of social interactions become possible?

Week 8: pick a cult. What do we know based on historical sources, archaeological sources?

Week 9: How does spectacle create identity?

Week 10: To what degree can you read such a thing as 'romanization' in material culture?

You don't necessarily have to have **an answer** to the question, as you are merely putting things on the table for class discussion.

In-class exercises

Full details with supporting screencasts to be posted. In essence, these are exercises meant to develop facility with certain kinds of digital analysis of archaeological and historical materials. These exercises will take place during the Tuesday session. Your results will be posted to the Wiki section of this site.

- Week 2: Text analysis using *Voyant Tools* of 5 archaeological and 5 classical academic papers. We'll be exploring the disciplinary differences in language used to talk about the past.
- Week 5: Network Analysis of trade objects, using *Gephi* and Portable Antiquities Scheme data
- Week 7: Exploring linked data
- Week 10: Simulation: Orbis, the Antonine Itineraries, Travellersim.

Major Project

Due the last day of term. You will have an opportunity to present your work to your peers during the last week of term. You may work as an individual, or in pairs. If you choose to work in pairs, one grade will be assigned to both of you (though I reserve the right to grade as individuals). Using the unpublished field reports available at the Archaeology Data Service, you will craft a work of history. There are some options though (more details to follow).

- Can be a traditional 25 page paper. Harvard citations. List of possible questions to be posted.
- Can be a work of digital public archaeology using the Twine authoring platform
- Can be a work of digital public archaeology, using Prezi where the zoom metaphor functions as a kind of digital excavation.
- Can be a work of digital archaeology: GIS or Networks Analysis.

More details, rubrics, to follow.

I reserve the right to grade group work on an individual basis.

Late or Missing Work

Get out of jail free. Each student may miss 1 activity post without penalty **provided** the student alerts Dr. Graham that he or she wishes to use their 'get out of jail free card'.

Otherwise, activity posts cannot be made up if the deadlines are missed.

In class exercises may be handed in late, with permission. A penalty of 10% per day to a max of 50% will apply.

Final project cannot be submitted late. **MAKE SURE THAT THIS GETS HANDED IN ON TIME.**

NB You will note that there is no final exam. **DO NOT** take that as a sign that this class is not as important as your other classes. By not having a final, I wish to signal to you that you must bring your best work to bear on your class work at all times.

Technology Failure: As much of this course depends on the internet, you will be expected to have

appropriate internet connectivity, and a backup plan for your work: 'my computer crashed' (and similar) **will not be an acceptable excuse**. Please make sure your computer is as up to date as possible in terms of software, drivers, Java, and so on.

[Plagiarism and Cheating](#)

Please see the attached document.

[Academic Accommodations](#)

Please see the attached document.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 9, 2013**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2014**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 8, 2013** for the Fall term and **March 7, 2014** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library