ARHA 203: Anatolian Archaeology III
Iron Age to the Roman period

Spring 2016
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Office hours: Tues. 1:30-3:30 or make an appointment
join Moodle site at lms.ku.edu.tr

In this course students will learn about the ancient history and archaeology of Anatolia from the Iron Age to the Roman period. Topics include the ancient Phrygians and Lydians, Ionian cities and the development of early temples, Persian rule in Anatolia, characteristics of Hellenistic and Roman cities, ruler cult, and early Christianity. This semester we will focus special attention on religious developments as well as the material expression of power, especially through art and architecture. Students will also improve their writing, research, and public speaking skills.

Course goals:
- To gain a broad knowledge of key developments in ancient Anatolia from the Iron Age to the Roman period.
- To practice close observation, questioning, and analysis of different sources of information including historical texts, art, architecture, and archaeological evidence.
- To nurture and expand curiosity by exploring complex questions about ancient Anatolian cultures
- To understand how historians and archaeologists answer questions about the past through evidence based research
- To improve research, writing, and speaking skills through guided assignments.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research bibliography</td>
<td>10%</td>
<td>Feb. 19</td>
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<tr>
<td>Research paper</td>
<td>30%</td>
<td>March 11</td>
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<tr>
<td>Class Presentation</td>
<td>20%</td>
<td>Apr. 26, 28, May 3</td>
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<td>Class participation</td>
<td>20%</td>
<td>all semester</td>
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<td>Discussion forum</td>
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<td>all semester</td>
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Readings and other course materials: The readings are available online through the course’s Moodle site at KULMS (lms.ku.edu.tr), or you can buy the reading packet from the photocopy center. You need to bring the readings to class. Powerpoint files, assignment explanations, and some online lectures are posted on the Moodle site.
**Class Discussion and attendance:** Every class we will spend approximately half the time on discussion and half the time on a lecture. Class discussion is a vital learning component of this course and it is important that everyone attends every class session in order to form a vibrant learning community. I take attendance at the beginning of class and look forward to seeing you there on time. Attendance will be posted on the Moodle site. If you miss 10 or more classes you will receive a zero for your participation grade. The grading scale is given below.

**Class Forum Questions:**
This course is based on a learning approach called inquiry-based learning, which involves asking and investigating different types of questions. This method depends on students asking their own questions and using their close observation skills and analytical abilities to explore these questions. For this reason, each week I will ask you to write a list of questions that you have about the readings or other materials such as images of artwork or architecture. You need to post your list of questions each week on Tuesday by 9:30 a.m. (before class begins) and I will be referring to them in class for that week. You should post your questions on the Class Forum at the Moodle site. Several times during the semester I will also ask you to comment on another student’s questions. These questions and responses will also be evaluated on a scale of 5 (excellent) to 0 (not submitted) and you can see the grading scale below.

**Research Paper and presentation:** One of the main learning exercises in the course is a research paper about an archaeological site in Turkey. There is a list of possible sites at the end of the syllabus. On **February 19 (17:00)**, you need to submit a preliminary bibliography of at least five academic or primary historical sources. The sources must be listed in MLA style. You will need to submit the bibliography and the paper to turnitin.com and I will be sending you the course ID number and password. The papers are due on **March 11 (17:00)**. Your paper should be 7-8 pages long (double-spaced) not including the bibliography and images (such as maps, plans, photos). You should have a bibliography of at least 6 academic sources, including at least one primary historical source if possible. Use MLA format for bibliography and citations. There will be lessons during class on proper citations and bibliography.

After your paper has been corrected and graded, you have the option to revise your research paper in order to improve your writing and correct your mistakes. If there is significant improvement, the grade will be increased. Students can revise multiple times until **May 6 (17:00)**.

Students will also present their research in a 10 minute class presentation. The presentation will be graded both on the content and also the communication style. Students will have the opportunity to do an optional practice presentation. 10 points will be added to the presentation grade if they do a practice presentation.
Late assignment policy
Late assignments (bibliography, paper, presentations) will be penalized 5 points for each day it is late. Sometimes bad things happen in life that you cannot avoid and therefore some exceptions to the late policy can be made, but contact me as soon as possible to discuss it. Class forum questions and responses cannot be submitted late.

Class forum and office hours. You can also use the class forum as a way to ask questions about the course to me or to the other students. If you need help in the course, with your research paper or need any other help with the course, please come and talk to me. My office hours are Tuesday from 1:30-3:30, or you can make an appointment.
Grading scales

Grading scale for final grades
97-100 A+
93-96 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
67-69 D+
63-66 D
60-62 D-
59-0   F

Grading scale for forum questions and responses
5 points: excellent, careful observation skills, demonstration of critical questioning, thought-provoking, complex, or unexpected questions, shows curiosity – seems like the student is truly interested in these questions
4 points: well-done, interesting, thoughtful questions, shows curiosity
3 points: good, but could spend more time in closely reading and thinking about the text, does not seem that the student is truly curious about all the questions
2 points: incomplete, not enough questions, too general or simplistic questions
1 point: poorly done, incomplete, questions not relevant to course
0 points: nothing submitted

At the end of the semester the top 10 highest scoring forum grades will be added up and then multiplied by 2 to form a Forum grade (out of 100 points).

Grading scale for class participation
90-100 points: excellent, participates more than once in each class, shows curiosity and asks questions, engages thoughtfully in discussing complex intellectual topics, shows familiarity with assigned reading, listens closely and responds to other students respectfully, is never or rarely absent from class and comes to class on time
80-89 points: well-done, participates at least once during each class, listens with interest to other students and the teacher, only misses a few classes and comes to class on time
70-79 points: good, pays attention and listens with interest, but does not often speak in class, or a student who is inconsistent – has some good days, but is missing or does not pay attention on other days
60-69 points: present in class, but not fully paying attention (sleeping, texting etc.), misses many classes, often arrives late
50-59 points: disruptive or not respectful of teacher or other students, often does not pay attention and rarely speaks or asks questions, misses many classes
0 points: absent for more than 10 classes
Schedule

Feb. 2/4: Introduction to the course
   End of the Late Bronze Age, Hittites, the Trojan War

Feb. 9/11: Neo-Hittite kingdoms, Urartu
   **Readings:**

Feb. 16/18: Phrygians
   Gordion, King Midas, Kybele, rock cut monuments
   **Readings:**
   1. Ovid, *Metamorphoses,* selections about Midas
   5. Browse the Digital Gordion Website: [http://sites.museum.upenn.edu/gordion/](http://sites.museum.upenn.edu/gordion/)

Feb. 19: Paper bibliographies due, 17:00

Feb. 23/25: Western Anatolia and Greece in the Protogeometric and Geometric periods
   **Readings:**
   1. Iliad selections, book 23, the Funeral of Patroclus
   3. “Eastern Greece and Anatolia” J. N. Coldstream, ch. 9 in *Geometric Greece*

Mar. 1/3: Lydians
   Sardis, tumuli and burial customs
   **Readings:**
   1. Selections from Herodotus, *Histories,* Book 1

Mar. 8/10: Ionia: Archaic period
   Development of early temples, Archaic sculpture
Readings:

Papers due March 11 by 17:00

Mar. 15/17: Persians in Anatolia
Readings:
1. Selection from Xenophon, Cyrus the Great
2. Selections from Herodotus
3. “From Persian Wars to Athenian Empire” T.R. Martin, Ancient Greece, ch.6

Mar. 22/24: Classical period, developments in art and architecture
Review of first half of semester
Readings:

Mar 29/31: Alexander the Great and his images
The Hellenistic period, the Kingdom of Pergamon
Hellenistic Sculpture
Readings:
1. Selection from Plutarch, Life of Alexander
2. Selections from Arrian, Anabasis

Ap. 5/7: Hellenistic and Roman houses, Hellenistic cities
Readings:

Spring Break

Ap. 19/21 Romans in Anatolia
Roman Architecture and Cities
Emperor sculptures
Readings:
1. Selected sources about Mithridates
2. Letters between Trajan and Pliny the Younger
4. “Greek Cities under Roman Rule” M. W. Gleason (2006), in A Companion to the Roman Empire

Ap. 26/28/May 3 Student Presentations

May 5: Roman Imperial cult

Readings:
1. “Emperors: Caring for the Empire and Their Successors” P. Herz (2007), ch. 22 in A Companion to Roman Religion

May 6: last day for paper revisions

May 10/12: Early Christianity in Anatolia
End of semester review

Readings:
2. “Christians in the Roman Empire in the First Three Centuries CE” P. Fredriksen (2006), in A Companion to the Roman Empire

List of possible sites for the research paper
You should pick your top 3 choices of sites that you would like to research and then we will assign the sites in class. I suggest doing a little research before picking your choices to make sure that you can find enough sources in a language you can understand. I have indicated the predominant languages for the publications of the sites below.

Aphrodisias (English)
Assos (German/Turkish)
Aizanoi (German/Turkish)
Antioch (English/Turkish)
Aspendos (Turkish/English)
Didyma (Turkish/German)
Hierapolis (Italian/Turkish/English)
Klaros (Turkish/French)
Labranda (French/English)
Laodikeia (Turkish)
Knidos (English/Turkish)
Metropolis (Turkish)
Myra-Andriake (Turkish)
Parion (Turkish)
Perge (Turkish/English)
Priene (German/Turkish)
Side (Turkish/English)
Sagalassos (English)
Smyrna/Izmir (English/Turkish)
Troy (Hellenistic-Roman) (English)
Xanthos (French/Turkish)
Zeugma (English/Turkish)

Note that some sites can be spelled in different ways (ex. Parion, Parium, or Aspendos, Aspendus)
Statement on Academic Honesty

with Emphasis on Plagiarism

Koç University expects all its students to perform course-related activities in accordance with the rules set forth in the Student Code of Conduct (http://vpaa.ku.edu.tr/academic/student-code-of-conduct). Actions considered as academic dishonesty at Koç University include but are not limited to cheating, plagiarism, collusion, and impersonating. This statement’s goal is to draw attention to cheating and plagiarism related actions deemed unacceptable within the context of Student Code of Conduct:

All individual assignments must be completed by the student himself/herself, and all team assignments must be completed by the members of the team, without the aid of other individuals. If a team member does not contribute to the written documents or participate in the activities of the team, his/her name should not appear on the work submitted for evaluation.

Plagiarism is defined as ‘borrowing or using someone else’s written statements or ideas without giving written acknowledgement to the author’. Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or previous students, or notes prepared by instructors at Koç University or other universities without properly citing the source. Furthermore, students are expected to adhere to the Classroom Code of Conduct (http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct) and to refrain from all forms of unacceptable behavior during lectures. Failure to adhere to expected behavior may result in disciplinary action.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate’s homework as one’s own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a ‘more acceptable’ form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible from properly citing a source if he/she is making use of another person’s work. For an example on accidental plagiarism, please refer to the document titled “An Example on Accidental Plagiarism”.

If you are unsure whether the action you will take would be a violation of Koç University’s Student Code of Conduct, please consult with your instructor before taking that action.

An Example on Accidental Plagiarism

This example is taken from a document prepared by the City University of New York.
The following text is taken from Elaine Tyler May’s ‘Myths and Realities of the American Family’:

“Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.”

Below, there is an excerpt from a student’s homework, who made use of May’s original text:

“As Elaine Tyler May points out, “women's wages often continue to reflect the fiction that men earn the family wage” (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589).”

You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses quotation marks occasionally, the rest of the sentences, more specifically the following section: “Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)” almost exactly duplicates May’s original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May’s ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.

Reference(s):