

## **HISTORY 463.01E/561.01E**

Course Syllabus, Fall 2022

Wednesday, 4:30-7:10 PM

Talbot (DTH) 208

Please, click on the following link to access A&M-Commerce Covid 19 Information,

<https://new.tamuc.edu/coronavirus/>

### **INSTRUCTOR INFORMATION**

I am: Andrew Donnelly, PhD

Office Location:

Office Hours: TBD

University Email Address: [andrew.donnelly@tamuc.edu](mailto:andrew.donnelly@tamuc.edu)

Preferred Form of Communication: email

Communication Response Time: as soon as I can (usually within 24 hours)

### **COURSE INFORMATION**

These are the following books we will be using for the course. Note that they are not the only things we will be reading. We will, in fact, be reading many things! The bulk of our reading will be distributed electronically. These books, however, are the main ones for this class. Both are available electronically via our library. One (Deetz) is available for purchase at the University Bookstore and may be found for a cheaper price online. The other (McCormick) is quite expensive, and I suggest you download the relevant chapters from the library website.

James Deetz, *In Small Things Forgotten: An Archaeology of Early American Life*, ISBN 978-0385483995

Michael McCormick, *The Origins of the European Economy: Communications and Commerce AD 300 – 900*, ISBN 978-0521661027

### **COURSE DESCRIPTION**

In recent decades, the study of material culture—the objects made and used by humans—has become an increasingly important tool for historians to recover the history of societies and peoples that have been underserved by the written record. This is particularly true for the period of the Roman empire and its fall (c. 100-600 CE). This course will introduce students to the interpretation of material culture and archaeological evidence. Students will learn how to read excavation reports, survey archaeology, and specialist reports on such things as pottery, coins, small finds, and skeletal, floral, and faunal remains. We will also read monographs and articles that show how archaeology has changed our understanding of history. Students will leave this course with an understanding of how to use material evidence to enhance our understanding of the past as well as be prepared to participate on archaeological excavations.

### **STUDENT LEARNING OUTCOMES**

- To understand the importance of archaeological material in aiding historical enquiry.
- Comfortability basing arguments about historical phenomena on material culture

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- Ability to read an archaeological report and understand the key relevant sections and sources of evidence (e.g. numismatics; faunal evidence; ceramics)
- Graduate students: ability to craft a research paper based on archaeological evidence

## **COURSE REQUIREMENTS**

### **Instructional Methods**

This course is based on lectures, presentations, and discussion of the reading you have done and the material we are examining. Active participation, therefore, is important! You will learn a great deal by reading and participating in our discussions of the material; this in turn will make our time in our weekly meetings a good deal more fun. I love discussion and learning what you think, and believe that reading, thinking, and talking about material culture helps one lead a fulfilling adult life.

I encourage an open exchange of ideas between the class and myself. Please do not hesitate to ask questions. The only silly question is the one left unasked.

### **Grading and assignments**

Grades for the semester will be determined according to the following breakdown. Please note this breakdown varies depending on if you are enrolled in HIST 463 (undergrad) or HIST 561 (graduate student):

#### **HIST 463**

Short papers	20%
Participation	30%
Midterm examination	15%
Final examination	15%
Brief research paper (and draft)	20%

#### **HIST 561**

Research paper (15-20 pages)	20%
Participation	20%
Midterm examination	15%
Final examination	15%
Discussion leadership	20%
Research presentation	10%

Your grades for written work will be determined based on the following rubric:

- A: Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean; proper citation format
- B: Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement; proper citation format
- C: Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned; some errors in citation format
- D: Poor command of required assignments; errors; ahistorical or narrow reasoning; poor citation format

The grading scale used for this course is as follows:

- A: 90-100
- B: 80-89
- C: 70-79

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D: 60-69  
F: 59 or less

I am available, whether in person or via email, to help you with your work. Please seek me out. Students are often not aware that faculty members are here to help. My door is open. I very much enjoy getting to know and helping my students.

### **Assignment breakdown**

#### HIST 463

**Short papers:** There are four in total; we will assign these the first week of class. You will be selected on specific weeks to help lead the discussion and to turn in a short paper (2-3 pages) on some of the readings for the week.

**Participation:** this is a huge component of your grade. This grade will be based on your involvement in our weekly discussions and attendance.

**Midterm and final examination:** these are broadly-based essay exams that will ask you to answer questions about archaeological evidence. These exams will be based on our readings; you will have a choice of questions and we will review potential topics in advance.

**Brief research paper (and draft):** We will discuss a topic of interest that you would like to learn more about; you will then find a relevant archaeological report, and write a short (circa 5 page, no less; more is fine) paper on how the material contained in the report would help inform the study of your chosen topic. You will turn in a draft of this paper one month before the final version is due. You must turn in both a draft and a final paper to receive credit for this part of your grade. Note that this paper can be on any time period or geographical area.

#### HIST 561

**Research paper:** This is a substantial research paper (15-20 pages) that asks you to find a major archaeological excavation report and analyze how it contributes to key historiographical debates in your field (you are not confined to the Mediterranean world or end of the Roman empire). Success on this paper requires you not only to interpret a site report but be aware of key debates in the field you are interested in. Part of your grade involves meeting with me to discuss your chosen topic and to show me the site report that you have selected. If you do not have this meeting with me you will receive no credit for the research paper.

**Participation:** this is a huge component of your grade. This grade will be based on your involvement in our weekly discussions and attendance.

**Midterm and final examination:** these are broadly-based essay exams that will ask you to answer questions about archaeological evidence. These exams will be based on our readings; you will have a choice of questions and we will review potential topics in advance.

**Discussion leadership:** As graduate students, you are expected to read **all** of the relevant material assigned for the week. But most of you are in graduate school to learn to teach, and this portion of the grade is designed to promote and enhance this skill. Three times per semester you will be appointed a discussion leader. You are tasked with presenting the reading to the class and facilitating conversation about it across our course meeting.

**Research presentation:** At the end of the semester all graduate students are required to present the focus of their research paper in a mock conference setting. This is designed to get

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you more comfortable with public speaking, to teach you to how to present research material to a general public, and to spur you to action so that you do not neglect your paper until the last minute. We will use the end of class in the last few weeks for these presentation.

### **Attendance and Participation**

For all class meetings, students are expected to come prepared having done all the reading. I expect all students to participate actively in our class and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to class. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own.

Your participation grade will be based on your engagement in our class discussions and be guided by the following rubric:

- A: Always prepared, frequently participates, not absent
- B: Always prepared, participates only when called on, rarely absent
- C: Usually prepared, rarely speaks, rarely absent
- D: Often unprepared, several absences
- F: Usually unprepared, frequent absences

### **COURSE OUTLINE / CALENDAR**

Week one: Introduction and Explanation of Class; The Roman World, an Overview  
We meet: August 31

Week two: Buildings and Excavations  
We meet: September 7  
Reading: Deetz, et al.

Week three: Archaeological Survey and Ceramics  
We meet: September 14  
Reading:

Week four: Small Finds.  
We meet: September 21  
Reading:  
Note: I will be in Bodrum, Turkey this week. We will meet via zoom.

Week five: Burials  
We meet: September 28  
Reading:  
Note: I will be in Athens, Greece this week. We will meet via zoom.

Week six: Bioarchaeology  
We meet: October 5

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Reading:

Week seven: Coins

We meet: October 12

Reading:

Week eight: Putting it all together: Midterm Examination

We meet: October 19

Reading:

Week nine: An integration of materials I (beginning of McCormick and Mola di Monte Gelato)

We meet: October 26

Reading:

Week ten: An integration of materials II (beginning of McCormick and Mola di Monte Gelato)

We meet: November 2

Reading:

Week eleven: An integration of materials III (beginning of McCormick and Mola di Monte Gelato)

We meet: November 9

Reading:

Undergraduate students: your **research paper draft** is due today

Week twelve: An integration of materials IV (beginning of McCormick and Mola di Monte Gelato)

We meet: November 16

Reading:

Week thirteen: An integration of materials V (beginning of McCormick and Mola di Monte Gelato)

We meet: November 23

Reading:

Graduate students: **conference presentation I** is today

Week fourteen: An integration of materials VI (beginning of McCormick and Mola di Monte Gelato)

We meet: November 30

Reading:

Graduate students: **conference presentation II** is today

Week fifteen: An integration of materials VII (beginning of McCormick and Mola di Monte Gelato)

We meet: December 7

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Reading:

Graduate students: **conference presentation III** is today

Final exam: Wednesday, 12/14, regular class time

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

### **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

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Course communications will come through your university email account. Be sure to check it regularly. You should contact me through my email address ([andrew.donnelly@tamuc.edu](mailto:andrew.donnelly@tamuc.edu)).

### **Statement on Student Grievances**

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

### **Late Papers**

All written assignments are due as indicated in this syllabus. Late assignments may be accepted only with the advance approval of the professor and may be assessed a penalty of one letter grade per week. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and flexible with you, but only if you come to talk to me in advance.* To pass this class, all assignments must be completed. Any missing assignments at the end of the course will result in an overall course grade of F.

### **Your Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide, not a contract. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>  
TAMUC Attendance

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For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

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Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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