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Course Description

This course introduces students to the study of Mediterranean material culture by focusing on the development of ancient Greek and Roman architecture from the Late Bronze Age to the beginning of Late Antiquity. The survey begins in the Greek world, examining the formal and technical development of Greek architecture. Topics considered will include public, sacred, and private architecture and the development of architectural principles over time. The survey continues in the Roman world, where attention will similarly be paid to formal and technological developments, territorial expansion, and regionalism in architectural forms from the Iron Age to the reign of the emperor Justinian. In both Greek and Roman contexts, attention will be given to visual and contextual analysis, as well as to issues of cultural heritage and reception. Students will gain experience understanding and analyzing ancient buildings and will learn how to study architecture and visual culture within its historical context. There are no prerequisites.
Required Course Materials

This course does not require that students purchase a textbook. All course readings will be supplied via myCourses and the University library’s Course Reserves web portal. All materials assigned via Course Reserves are noted on the Course Schedule (below) and are considered to be required reading for students.

A course guide for this course has been posted via Library Guides in order to help students with assigned readings and projects.

Assignments and Evaluation

This course is a 4-credit course. This means that in addition to the scheduled meeting times, students should expect to spend at least 9.5 hours on course-related work outside of class each week during the semester. This includes the time spent completing assigned readings, preparing written assignments, and performing other tasks related to the course. The final course grade will be computed according to the percentages listed below. The weighting is fixed and is not subject to renegotiation.

The following grading scale will be applied: 93-100 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 60-69 D, 0-59 F. No extra credit will be offered. Grades will not be curved.

Each student will be evaluated according to the following instruments. The weighted value of each assignment or assessment is noted in parentheses. These values are standard and are fixed, thus they are not subject to negotiation. As this course is offered synchronously via Zoom and myCourses, all coursework (quizzes, projects, and examinations) will take place and be submitted virtually.

<table>
<thead>
<tr>
<th>Grading Breakdown</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Final exam</td>
<td>12.5%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>12.5%</td>
</tr>
<tr>
<td>Dissertations and membra</td>
<td>30.0%</td>
</tr>
<tr>
<td>Attendance and Quizzes</td>
<td>7.0%</td>
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<tr>
<td>Memos</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total</td>
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</table>
1. **Attendance and Engagement (7%)**
   a. Regular attendance at scheduled synchronous lectures
   b. Exit tickets - submitted twice weekly via Google Forms using binghamton.edu email address and Google suite. See myCourses for more information.
   c. Polls and other activities during lecture
      i. Polls and other responses launched within Zoom.
      ii. Participation in discussion via “Breakout Rooms”.

2. **Quizzes (18%)**
   a. There will be six quizzes administered via myCourses, three in each half of the course.
   b. Quizzes will be thematic in nature, with a defined set of competencies for each quiz.
   c. The quiz themes will be as follows: Sacred architecture, Civic architecture, Funereal architecture, and Domestic architecture. Quizzes will draw on key technical terms and images from the Artstor digital library.

3. **Examinations (25%)**
   a. **Midterm examination** - one (1) essay-based midterm exam consisting of two (2) timed essays composed within the myCourses assessments tool. Prompts will be pre-circulated. Students may use certain materials in composing their essays, provided that references are supplied.
   b. **Final Examination** - one (1) cumulative examination administered via myCourses during the official university final exam period in December 2020.

4. **Memo Assignments (20%)**
   a. **Memo 1**: regionalism and the development of the Greek orders. In this memo we will explore regional styles as they relate to the development of canonical mainland styles of Greek architecture in the archaic period. We will examine a set of predetermined case studies. Length = 2 pages. **Due date: October 2, 2020 by 11:59 PM**
   b. **Memo 2**: center and periphery in Roman Imperial architecture. In this memo we will explore the stylistic relationship between provincial architectural forms and the architecture of the city of Rome. We will examine a set of predetermined case studies. Length = 2 pages. **Due date: November 6, 2020 by 11:59 PM**

5. **Disiecta Membra project (30%)**
   a. Artifact gathering - students (virtually) gather architectural elements from online collections, aiming to reassemble an ancient building in composite form (meaning all of the elements may well originate from disparate structures). **Due date: October 21, 2020 by 11:59 PM**
   b. Final curated exhibit via Scalar ([https://scalar.me/](https://scalar.me/))
      i. Each student will use the *disiecta membra* gathered in part I (above) to generate a virtual exhibit (part II). **Final due date: December 2, 2020 by 11:59 PM**
   c. Detailed guidance will be provided on myCourses.

General Education
This course fulfills the following General Education requirements:
- **Aesthetics (A)** courses enhance students' understanding of the creative process and the role of imagination and aesthetic judgment in at least one principal form of artistic expression in such fields as art, art history, cinema, creative writing, dance, graphic design, music, and theatre.

- **Harpur Writing (W)** courses provide considerable experience in and feedback on writing as a tool of college-level teaching and learning. Written assignments in W courses constitute 30 to 100 percent of the basis for the grade in the course and typically consist of a minimum of 10 pages of writing. Students in “W” courses will write a minimum of 10 pages of appropriate writing during the course, they will receive feedback on writing during the course, and those assignments will constitute at least 30% of the basis for the final course grade. This course will focus on professional writing in the humanities and social sciences, as well as stressing appropriate research methodology.

**Learning Objectives**

In addition to the General Education objectives outlined above, this course has a number of aims in mind. At the conclusion of this course, a successful student will be able:

- To analyze material culture in context and in relation to specific histories and cultures.
- To describe key aesthetic contributions of the ancient Graeco-Roman world.
- To explain the significance of Graeco-Roman material culture.
- To identify the broad historical outline of the ancient Graeco-Roman world and to situate archaeological sites within that outline.
- To scrutinize source material and distinguish between the primary source evidence and secondary evidence and to analyze and acknowledge the strengths and weaknesses in each category.

**Evaluation of Written Work (essays and examinations)**

The instructor’s evaluation of written work will be carried out based on the following criteria. Portions of both examinations will also be evaluated along these lines. It goes without saying that each student must be the sole author of his/her work and no form of plagiarism will be tolerated.

Criteria for evaluation:

- Organization
- Style / Grammar / Syntax / Spelling
- Focus / Clarity
- Works cited / citations / illustrations (if applicable)
- Quality of thought / originality

**Characteristics of a paper falling in the A range:** A paper in the "A" range has a clear thesis that is well-articulated. The argumentation is clear and follows logic. The author has charted the course of the argumentation from the beginning and demonstrates clear and careful analysis of source materials. It also demonstrates a clear understanding of the relevant scholarship. The paper follows academic style properly and correctly deploys references and works cited. The paper is free from errors in English grammar and spelling. It has no significant errors in proofreading.
Characteristics of a paper falling in the B range: A paper in the "B" range has a thesis that is clear and shows a good knowledge of the subject. It focuses on the question at hand in a direct way. The author has consulted relevant scholarship and has synthesized those ideas well. The author has performed in-depth reading. The paper is presented well, it has correctly formatted references, and adheres to style rules. English usage is fluent, it has few errors in spelling, grammar, syntax, and punctuation.

Characteristics of a paper falling in the C range: A paper in the "C" range will be unclear in its argumentation with a less than optimal thesis. It will be poorly organized. While there is evidence of research conducted by the author, this research will have been of a limited scope. The paper may show errors of usage, syntax, spelling; it may have errors in proofreading.

Characteristics of a paper falling in the D range: A paper in the "D" range is either poorly presented or poorly written. It lacks adequate citations and has shortcomings with regard to an adequate understanding of the material.

Characteristics of a paper falling in the F range: A paper in the "F" range does not adequately complete the assignment and does not demonstrate any understanding of the subject. The information included in the paper is erroneous and/or irrelevant. The presentation of the paper includes significant errors of grammar, spelling, or punctuation.

Student Success

This is a time of (particular) anxiety and tumult. We are all experiencing these uncertainties, some of them in acute ways. Each person is searching for strategies to cope with uncertainty and maintain normalcy in professional and personal settings. None of these things is easy. In the context of this course, our relationship is that of professor and student. That said, I am committed to your success and wellbeing not just within the confines of this class, but in general. Your success as a student, as a citizen, as a member of the community is important to me. I am here to support and help you - where my ability to directly aid you ends, I will refer you to the resources you need. We all need to look after ourselves and practice self-care in these times (in all times, truthfully).

Everyone learns differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. If you need official accommodations from the university, you have a right to have these met and should contact the office of Services for Students with Disabilities directly. There is also a range of university resources available for you, including the Writing Center, University Tutorial Services, the University Library, the University Testing Center, and Harpur Academic Advising office. More resources are detailed in this document as well as linked via myCourses.

Important Fall 2020 Dates

- Add / Drop Deadline: September 8, 2020
- Withdrawal Deadline: October 9, 2020

Email policy and professional etiquette

- Email constitutes professional communication – please treat it as such.
Each email message should have an appropriate subject line and be treated as business communication.

Students should correspond with the instructor using their official binghamton.edu email account. Do not write email messages from a third-party account.

The instructor will normally endeavor to reply to student emails within 24 hours of receipt.

Need more guidance on emailing your instructor? You can find helpful guidance online (e.g. wikihow, Inside Higher Ed or medium.com).

Artstor Digital Library
This course will make use of the Artstor Digital Library, a resource available to students via Binghamton University Libraries. Create a login for yourself and find our course folders by navigating to the “Browse” menu and then selecting “Groups”. Folders for our course will be tagged with the course code. You may browse images within the Artstor viewer (online) or download image sets to a local drive. Please observe the appropriate copyright restrictions for the reuse of images.

Note-Taking

- It is important to keep a regular set of notes. Ideally, do this by hand in a notebook and not by taking notes on an electronic device. Should you take notes using a device, you need to avoid distracting yourself (and others).
- Keep at least two sets of notes - one set corresponding to assigned reading and another corresponding to class meetings. Reconcile regularly (see below).
- Keeping careful notes is not the same as being a stenographer. It is not advisable to write down, verbatim, everything you hear. Think of taking notes as the first step in beginning to digest and process new ideas and information. Recording these ideas in your own words and framing them is the first step toward taking ownership of said material.
- Keeping pace with assigned discussion components in the course constitutes another form of note-taking. Review discussion forum posts prior to relevant assessments as the assigned readings will always feed into quizzes and examinations.

Guidance on Study and Review

- Use the available resources to your advantage - this includes using assigned readings, texts (including any supplementary material), as well as library resources (e.g. Artstor, Course Reserves, etc.).
- Establish a system for regular review, ideally reviewing material after each course meeting.
- It is advisable to prepare study aids - either analog or digital - for visual material in advance of assessments. Flashcards and timelines are but two such tools to help you review.
- Regularly reconcile your notes (see above re: note-taking) so as to form a single, seamless set of course-related information that you have processed, digested, and expressed in your own words. These reconciled notes should be reviewed prior to any assessment.
When it comes time to review for an examination, working from your reconciled notes will streamline the review process.

Questions

With an online format, students may wonder how best to ask a question or participate directly in class. There are several options:

- **Exit tickets** – twice each week students will complete a digital ‘exit ticket’. These digital tickets are submitted directly to the instructor via Google Forms. Here you can reflect on things learned and ask questions about the material.
- **Zoom** - you can “raise your hand” to ask questions during synchronous class meetings or type a question in the chat box. Please preface questions in chat with Q:. This will help me monitor the questions - I may periodically deputize student co-hosts to help field questions.
- **myCourses** - you will find a standing discussion forum for asking questions and having discussions. Anyone can participate in this board.
- **Student hours** - you can discuss the material directly with the instructor during student hours held via Zoom.

“Three things”

- The instructor will regularly post a feature called “three things”, focused on key takeaways from class meetings. These will be posted in RSS format (“really simple syndication”) and can be followed on Twitter (@opussiliceum) and also via an embedded RSS feed in myCourses or read via any web-feed reader.
- Students are encouraged to follow along with the feed and interact as appropriate, although the postings are designed for review and reinforcement and are not a graded component of the course.

Course Administration (Fall 2020)

- Classroom decorum: Please be respectful of your classmates and the instructor during class meetings.
- Be prepared and present for each class. Be curious, ask questions, make connections.
- Each student is responsible for being familiar with the contents of the syllabus (i.e. this document). If you have a question about the mechanics of the course, means and modes of assessment, grading breakdown, please first consult this document in order to see if the answer lies within these pages.
- Please be dressed adequately and appropriately for class and student hours.
- Each student is responsible for being familiar with all “Academic Policies and Procedures for All Students” as outlined in the most current version of the Binghamton University Bulletin.
  - **COVID-19 policy addendum**
- Students are responsible for regularly checking their binghamton.edu email account (see email policy below) and staying abreast of course materials furnished via myCourses.
All assignments are established on this syllabus. Extra assignments will not be offered. No ad hoc or personalized assignments will be offered to any student under any circumstances. All students will be evaluated on the basis of the same set of coursework instruments. This policy is not flexible.

Written work must be the original work product of the registered student. Not only must written work satisfy the particulars of the assignment it must also conform to accepted ethical norms. All written work - unless otherwise indicated by the instructor - must follow the outlined methods for citation. A paper submitted without a proper apparatus for citation may receive no credit.

Raw scores will be posted on the “Grade Center” tool in myCourses but weighted grades will not be presented via that tool. Please note that the default machine field “Total” that appears in the “Grade Center” tool in myCourses displays “The unweighted sum of all grades for a user”. This means that myCourses does not total your grades—please consult what each assignment is worth overall in order to determine your course grade as the semester progresses.

Following the provisions of The Family Educational Rights and Privacy Act (FERPA), student grades will not be discussed via email messages. Students wishing to discuss their standing in the course should make an appointment to meet with the instructor via Zoom.

Need help? Reach out to the instructor and ask. Small fires are much easier to extinguish than large conflagrations.

Syllabus, Attendance, and Participation

The student is responsible for being familiar with the course requirements and assignments as outlined in this document. As outlined in Binghamton University’s Instructional Policies, “Students are expected to attend all scheduled classes, laboratories and discussions”. This course observes that policy, thus attendance is required.

Student participation in class sessions can take many forms and will be tracked by the instructor. Student participation grades are based on active and constructive participation, not simply on the student’s physical presence. Absences will also be tracked. Two unexcused absences will be discounted at the end of the term when computing the final grade. Continued, unexcused absences will affect the final course grade, with 2% deducted for each subsequent absence. Students with excessive, unexcused absences will be referred to the appropriate dean’s office.

If a student must be absent from a class meeting, please let the instructor know beforehand via email. It is also important that students arrive for class on time. If a student anticipates that they will frequently be late to class due to another academic obligation, please discuss it with the instructor. Late arrivals and premature departures may be counted as unexcused absences.

Per the Binghamton University Bulletin, “instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25 percent of the total class sessions.”
Academic honesty

- The shift to remote and hybrid teaching due to the COVID-19 pandemic has required that both instructors and students make changes to their normal working protocols for courses. Students are asked to practice extra care and attention in regard to academic honesty, with the understanding that all cases of plagiarism, cheating, multiple submission, and unauthorized collaboration are subject to penalty. Students must properly cite and attribute all sources used for papers and assignments. Students may not collaborate on exams or assignments, directly or through virtual consultation, unless the instructor gives specific permission to do so. Posting an exam, assignment, or answers to them on an online forum (before, during, or after the due date), in addition to consulting posted materials, constitutes a violation of the university’s Honesty policy. Likewise, unauthorized use of live assistance websites, including seeking “expert” help for specific questions during an exam, can be construed as a violation of the honesty policy. All students should be familiar with the University’s Student Academic Honesty Code.

- Each student is obligated to do her or his own work and to uphold the academic honesty policies - both in letter and in spirit - of Binghamton University. All instances of academic dishonesty, cheating, and plagiarism will be referred to the relevant university authorities.

Synchronous Learning

The following provisos and policies related to the administration of this course have been put in place in order to facilitate your learning during the COVID-19 pandemic. Please read this section carefully. Synchronous online learning refers to a learning event in which a group of students are engaging in learning at the same time.

Online platforms

- **Resources for learning online:** Whether you are new to learning online or a seasoned veteran, this is a great resource, Introduction for student online success: Information for Student Online Success - Student Online Success
  - (It reviews online resources such as myCourses and Panopto. One component even reviews successful tips for being an online learner (e.g. scheduling your week, studying online).

- **myCourses Learning Management System (LMS):** the central platform for the administration of the course as well as for communication between the instructor and students.
  - Help website: https://help.blackboard.com/

- **Starfish:** We will use this platform in order to promote student success. It offers options for attendance reporting by the instructor and the submission of referrals on an as-needed basis. If you receive a contact from the advising staff in your college or program that is generated by Starfish, please take that communication seriously and respond in a professional and timely manner. Any such referrals made by the instructor are aimed to improve your chances of success.
Zoom: This course will use the university’s instance of the Zoom telecommunication platform to conduct class meetings.

- Zoom Tutorial and Help Documents: ZoomHelp
- All students have access to Zoom via their university email account.
- You must be registered for and logged in to Zoom using your binghamton.edu email account.
- Your screen name needs to be recognizable. If you go by a name that differs from the name under which you are registered as a student, please confer with the instructor. Please do not have a random screen name. Your screen name can also be presented as your university email handle.

Technical Support: The university’s information technology services are available to help you resolve issues related to technology. It is advisable to create a trouble ticket when you have an issue.

- Binghamton ITS Help Desk Help Desk: ITS Technology Support Services - Information Technology Services Telephone: 607-777-6420 E-mail: helpdesk@binghamton.edu

Expectations Regarding Attendance and Participation

- This course is to be offered synchronously online. The expectation is that each student will attend all meetings as scheduled and participate as appropriate. It is further expected that students will adhere to the schedule of meetings and assignments and complete all work according to the published deadlines. The instructor will track attendance using myCourses and/or Starfish.

Synchronous Meetings and Attendance

- For each class meeting, there will be a Zoom meeting link available via myCourses. Students should plan to enter the virtual Zoom ‘waiting room’ at least five minutes prior to the scheduled start time of the class. Students should remain in the Zoom meeting until the instructor concludes the session.

- Showing your face and lending your voice: The Zoom portal supports both audio and video feeds. The instructor will be visible via video, audible via audio, and will routinely share materials on the screen that will be visible to students. Students are encouraged to keep their audio muted during the lecture, but audio participation is encouraged. We will work out our rhythm for discussion as we go. Students are also encouraged to keep their video feed ‘on’ during class meetings. If doing so poses difficulties or creates anxieties, please communicate with the instructor. To the extent possible try to attend class from a reasonably quiet and distraction-free location.

- Recording class sessions: Unless otherwise indicated, the instructor will use the Zoom platform to record audio and video during scheduled class sessions. These videos will become available for student use.
Accommodations and Exceptions

1. Time zone issues: if you will physically be located in a time zone that makes synchronous participation difficult for all or part of the semester, please communicate with the instructor as soon as possible (as in, right away).
2. Technical issues: if your location for any reason presents issues or challenges related to device or internet connectivity, please communicate with the instructor as soon as possible (as in, right away).
3. Privacy concerns: if concerns related to privacy or safety concerns raise issues related to participating live in synchronous class meetings, please communicate with the instructor as soon as possible (as in, right away).

Student Hours and Instructor’s Information

The instructor is available to assist you with succeeding in this course and with success in the university in general. The instructor’s email and contact information appear on the first page of this document. Standing student hours are published on the first page of this document. Student hours will generally be conducted via Zoom and/or Google Meetings. A link with available appointment slots via Google Calendar will be published on myCourses. Should you wish to request a different meeting time, please contact the instructor via email. It is best, whenever possible, to make an appointment for a consultation.

Academic Calendar

The fall 2020 semester begins on August 26, 2020 and concludes on December 10, 2020. Classes will continue following the Thanksgiving recess, with the final class meeting taking place on Thursday, December 3. The final examination will be administered online during the online testing period (December 8-10).

Observed Holidays

The modified academic calendar does not include suspension of instruction in observance of several holidays. If you observe a faith-based holiday and will not attend class meeting(s) as a result of the observance, please inform the instructor via email.

Assessment

Assessments for this course, that is both quizzes and examinations, will be administered online. There will be no in-person testing for this course. The final examination will be scheduled for a 2-hour time block. Quizzes and midterms, as the case may be, will be administered according to the dates published in the “Course schedule” included in this document. Normal policies that govern the rescheduling of exams shall apply for these time periods.

Policy on lateness

Students are encouraged to submit assigned work according to the schedule outlined in this syllabus. Assignments submitted after the posted due date will be penalized 10% per diem with nothing accepted beyond the fifth day of lateness. If legitimate, extenuating circumstances impede timely submission of assignments it is the student’s responsibility to inform the instructor and to provide relevant, official documentation as to the lateness.
Policy on missed examinations and quizzes

Makeup examinations will only be offered in the case of legitimate, excused absence (e.g. university-sanctioned or medical absence). Please consult with the instructor in advance of such an absence. Makeups for unexcused absences will not be offered. Timely, prior notification in the event of excused absences (except for medical emergencies) is the responsibility of the student. If a student is absent from an administered quiz due to legitimate, extenuating circumstances, please contact the instructor regarding makeup options.

Student Support

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. New York State University Police: On campus emergency, dial 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
7. Office of International Student & Scholar Services: 607-777-2510

Sexual Harassment and Equilibrium

In the event that you choose to write or speak about experiencing or surviving sexual violence, including sexual harassment, dating and domestic violence, sexual assault, stalking, and rape, please keep in mind that federal and state laws require that, as your instructor, I notify the Title IX Coordinator, Andrew Baker. He will contact you and provide you with on and off campus resources and discuss your options with you. If you would like to disclose your experience confidentially, you can contact the University Counseling Center, Decker Student Health Services, Harpur’s Ferry, Ombudsman, or Campus Ministry. For more information, please visit https://www.binghamton.edu/ivp/ or https://www.binghamton.edu/rmac/title-ix/.

Mental Health and Equilibrium

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton.
University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

Disability-related Equal Access Accommodations

Students needing accommodations to ensure their equitable access and participation in this course should notify the instructor with an Academic Accommodation Authorization from Binghamton University's Services for Students with Disabilities (SSD) office as soon as they're aware of their need for such arrangements. Please visit the SSD website (http://www.binghamton.edu/ssd) for more detailed information. The office is located in University Union, room 119. Please make an appointment to discuss any accommodations with the instructor in advance of the student electing to utilize the accommodations extended by SSD. No exceptions.

2020-2021 University Bulletin

Students should be familiar with all academic procedures outlined in the University Bulletin.

Academic Style

A style guide for written assignments will be posted online. You must observe the guidelines therein. Bibliographic references and citations must be formatted according to the style outlined by the American Journal of Archaeology. You may format these manually or using an app for the purpose (e.g. Zotero (see ZoteroBib), Mendeley, and EndNote Basic. For help with these tools, consult the citation managers guide). Proper formatting constitutes an element of evaluating written assignments and points will be awarded or deducted accordingly.

Intellectual Property

The content of this course and its lectures are the property of the instructor and Binghamton University - SUNY. You may not reproduce or redistribute any courses materials, including lectures, slide-sets or handouts – via any medium without the express permission of the instructor. This includes, but is not limited to, analog or digital recording of audio and/or video as well as resale or re-posting of course materials on personal or for-profit websites.

Copyright Notice

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.
Change Notice and Flexibility

*Note well:* All information in this syllabus is subject to change at any time; this is especially true during the first weeks of the semester. The instructor will announce any changes or modifications to the course via myCourses. Students are responsible for changes to the schedule as they arise.

## Course Schedule

*Assigned readings should be completed prior to class on the date assigned.*

<table>
<thead>
<tr>
<th>MEETING DATE</th>
<th>TOPIC(S)</th>
<th>ASSIGNED READING(S)</th>
</tr>
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<tbody>
<tr>
<td>August 27 (Thursday)</td>
<td>Introduction to the course Contexts, Themes</td>
<td>Read the syllabus (this document)!</td>
</tr>
<tr>
<td>Meeting Date</td>
<td>Topic(s)</td>
<td>Assigned Reading(s)</td>
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<tr>
<td>(Thursday)</td>
<td>Sacred buildings</td>
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<td>(Tuesday)</td>
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<td>(Thursday)</td>
<td>Civic buildings</td>
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<td>(Tuesday)</td>
<td>Civic buildings</td>
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<td>MEETING DATE</td>
<td>TOPIC(S)</td>
<td>ASSIGNED READING(S)</td>
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<td>Domestic (cont’d); Funerreal architecture</td>
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<td>Quiz III</td>
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<tr>
<td></td>
<td>Funerreal</td>
<td></td>
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<tr>
<td>October 15 (Thursday)</td>
<td>Midterm examination administered online via myCourses</td>
<td></td>
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<tr>
<td>MEETING DATE</td>
<td>TOPIC(S)</td>
<td>ASSIGNED READING(S)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Tuesday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Thursday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Tuesday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Thursday)</td>
<td></td>
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</tr>
<tr>
<td>MEETING DATE</td>
<td>TOPIC(S)</td>
<td>ASSIGNED READING(S)</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Asynchronous class meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz V</td>
<td></td>
</tr>
<tr>
<td>November 17</td>
<td>Roman architecture IX</td>
<td></td>
</tr>
<tr>
<td>(Tuesday)</td>
<td>Domestic buildings (<em>domus et villa</em>)</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>MEETING DATE</th>
<th>TOPIC(S)</th>
<th>ASSIGNED READING(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 24 (Tuesday) and November 26 (Thursday)</td>
<td>No class meetings due to in-person exams and Thanksgiving 🐫 recess</td>
<td></td>
</tr>
</tbody>
</table>

**Final examination period (December 8 to 10, 2020)**

The final examination will be administered online during the official time slot as scheduled by the university. Specific time TBA.