

Classical Studies 2903B, Winter 2026**Special Topics in Classical Studies – Introduction to Classical Archaeology**

Erechtheion, Athenian Acropolis 5th c. BCE (Athens, Greece)

Course Description:

The Introduction to Classical Archaeology course is aimed at anyone with an interest in investigating ancient civilizations. This introductory course will survey all aspects of classical archaeology including its history and methodology, major sites, artifacts, and monuments focusing on the material cultures of pre-classical and classical civilizations in the ancient Mediterranean region. This course examines how archaeologists use material remains to reconstruct ancient societies with an emphasis on the archaeological characteristics and cultural dynamics of major periods, and the relationship between human communities and the built environment. Though the main focus will be archaeological, we will also use evidence from historical texts and inscriptions to consider the past, present, and future of research into classical archaeology.

2 lecture hours, 0.5 course

Prerequisites: There are no prerequisites for this course.

Instructor: Tarryn Andrews, PhD Candidate – Department of Classical Studies

Email: tandre8@uwo.ca Office: Lawson Hall 3222 Office Hours: TBD

I am a PhD candidate at the University of Western Ontario, in my fourth year of the Classical Archaeology doctoral program. I hold a BA(Hons.) and an MA in Classical Studies and Archaeology from Queen's University as well as an MA in Religious Studies from Queen's University. Additionally, I hold Library and Information Technician diploma from Confederation College. My research and interests are predominantly in the field of ancient Greek archaeology and religion with an emphasis on the architecture of sacred space. I am also greatly interested in incorporating multidisciplinary theories and methodology into my investigations of the people and objects from the ancient world.

Course Objectives:

By the end of the course, successful students will:

1. Understand the general progression of the history of the ancient Mediterranean
2. Understand relevant archaeological methodology for evaluating art and architecture
3. Be able to identify the archaeological sites and materials focused on in the course
4. Be able to speak about the different elements of classical archaeology
5. Be able to interpret the broader cultural implications of the material evidence
6. Understand and identify the different civilizations of the ancient Mediterranean
7. Understand the modern history of archaeology in a general sense and the ethical considerations relevant to the modern archaeologist

Required Texts:

Alcock, Susan E. and Robin Osborne. 2012. *Classical Archaeology*. Second Edition. Malden: Blackwell. ISBN: 978-1444336917. Estimated cost for a new print copy of this textbook is \$60.

Additional readings and resources will be posted to the course website on OWL Brightspace.

The book is available for free online through Western Libraries. There are also a number of hard copies available for purchase in the bookstore. Please note that this is a newer edition of the textbook, meaning that the content and page numbers may not correspond to the earlier edition. Make sure that you are using the correct edition.

Evaluations:

Online Quizzes (5 total): 25% Covering materials from previous two weeks

In-Class Midterm (Week 7): 35% Covering materials from Weeks 1-6

Midterm make-up tests will be scheduled as soon as possible in consultation with the student and instructor. Please note that the make-up tests will be a different format and include short answer questions.

Final Exam (April Exam Period): 40% Cumulative

For all evaluations, it is the student's responsibility to be aware of the guidelines and deadlines and to ask any questions they have prior to the due date. If accommodation is needed, it is the student's responsibility to arrange this prior to the due date. The university has a new policy on late/missed work, so make sure to familiarize yourself with the new procedures.

Online Quizzes: 25%

5 bi-weekly quizzes, lowest score will be dropped

There are 5 bi-weekly multiple-choice quizzes in this course. Quizzes will be completed online using the Tests & Quizzes tool in OWL. The quizzes will be available for a 48-hour window and are due by 11:59 pm EST on Tuesdays (schedule of dates TBD). **Note: this is the time the quizzes close, please ensure you start well before the deadline in case of technical difficulties.** Each quiz will focus on the material from the previous two weeks of the course. The lowest mark will be dropped, with the remaining four quizzes each consisting of 6.25% of the final grade. Students will have a 48-hour window to complete each quiz, but once they begin, they will have to complete the quiz within 15 minutes. It is up to the student to ensure they have proper internet access and sufficient time to complete the quiz once started. Each quiz will consist of 10 multiple-choice questions, covering material from both readings and lectures. Questions will be drawn from a large bank of questions and occur in a randomized order, so that different students will see different sets of questions on each quiz. The structure of the quizzes is linear, meaning that students view and complete one question at a time and will not be able to return to a previous question once they have moved on to the next question. A missed quiz results in a mark of zero. **These quizzes are not open book nor are they collaborative, please ensure that you are completing these tests individually.**

****Flexibility Statement:** Please note that since the submission deadline for these online quizzes already includes flexibility in the form of the 48-hour submission window, and not all elements of this assessment are required in the calculation of the final course grade (the lowest score of the 5 quizzes will be dropped), the instructor reserves the

right to deny academic consideration for these missed elements. In other words, **there will be no make-up assignments for missed quizzes.**

Midterm: 35%

There is one midterm exam in this course, consisting of multiple-choice questions and will take place during class time in Week 7. No aids are allowed. The midterm will be cumulative and focus on the lecture material and readings from Weeks 1 to 6. Please note that this exam is **not open book**. If you miss the Midterm Test due to illness or provable personal crisis, you must seek academic consideration through the Student Absence Portal and provide documentation (more info in the Policies and Procedures section below).

****Formal Documentation Designation Statement:** Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to make up this work by writing a make-up exam. The make-up exam will not necessarily be in the same format, of the same duration, or cover the same material as the original test.

Final Exam: 40%

The final exam will be scheduled by the registrar and held in person. The exam is cumulative and will cover all lecture materials and readings from Weeks 1-12 and will consist of multiple-choice questions. No aids are allowed. Please note that the final exam is **not open book**. If you miss the Final Exam due to illness or provable personal crisis, you must seek academic consideration through the Student Absence Portal and provide documentation (more info in the Policies and Procedures section below). The make-up exam will not necessarily be in the same format as the original exam.

E-Mail Correspondence:

I will do my best to answer all emails within 24 hours during weekdays and by the next workday during weekends or holidays. Please note that if you email after 5pm on a Friday, you may not receive a response until Monday. If we do not respond within this timeframe, feel free to resend your email to ensure a timely response. Information about how to contact your Teaching Assistant will be posted on the Course Overview page on OWL. Please send all emails through your Western email account (@uwo.ca). We will not respond to emails sent from personal accounts, since we cannot verify your identity (and many of these are sorted to spam).

Class Communication:

Class will be notified of any class cancellations, room changes, and other special announcements via the course website on OWL Brightspace.

Students are responsible for checking the course OWL site on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. All course material will be posted to OWL: <https://westernu.brightspace.com/d2l/login>.

If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800, or with a support ticket: [create an OWL Brightspace service ticket](#).

Technical Requirements:

This course requires you to have a reliable high-speed internet connection and a computer that meets the technical requirements for writing online timed assessments.

Electronic Devices:

No aids are permitted for any course assessments including the online quizzes, in-class midterm, and final exam. Electronic devices of any kind (including calculators, cell phones and smart watches) are not permitted.

Policies and Procedures

Those who miss classes or parts of classes remain responsible for material they have missed. Students are encouraged to form study groups in order to assist each other in preparing for tests and for discussion of assigned readings.

There is no extra credit in this course; there will be no re-weighting of the course components.

Student Absences and Missed Coursework:

Students must familiarize themselves with the University Policy on Academic Consideration – Undergraduate Students in First Entry Programs posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for attempted or completed work, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: Accessible Education.

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage: <https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made **within 48 hours after the assessment date** or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- Examinations scheduled during official examination periods (Defined by the policy)
- Midterm Test/Presentation/Group Project (**when** designated by the instructor as the one assessment that always requires documentation when requesting Academic Consideration)

Coursework with Assessment Flexibility:

By policy, Academic Consideration requests for the online quiz assessments will be denied due to their built-in flexibility.

Absences from Final Examinations:

When a student misses the Final Exam and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

Special Examinations:

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates found [here](#).

Academic Accommodation and Accessible Education:

Academic accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”. [Western University Policy on Academic Accommodation for Students with Disabilities](#). Students with disabilities are encouraged to register with Accessible Education ([Accessible Education](#)), at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students”
<http://academicsupport.uwo.ca/accessibleeducation/index.html>

Religious Accommodations:

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

Academic Policies:

The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with policy (https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Academic Offences:

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Computer-marked multiple-choice tests and exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Statement on the Use of Generative Artificial Intelligence (AI):

In this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration; however, students are expected to uphold academic integrity, and assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions. Please note that **the use of AI tools is strictly prohibited when completing the online quizzes**. If AI use is suspected, the instructor will ask for research notes and other materials used in preparing for assignments. Students are expected to retain these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them.

Support Services

Academic Counselling:

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support:

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and Sexual Violence:

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning Development and Success:

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC:

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

Key Dates

Winter Term Classes Begin: **January 5th, 2026**

Winter Term Add/Drop Dates: **January 13th, 2026** (last day to add a second-term half course or second-term full course; last day to drop without course showing on transcript)

January 30th, 2026 (last day to drop a full course and full-year half course with WDN on transcript; drops after this date show as F)

March 30th, 2026 (last day to drop a second-term half course, or a second-term full course with WDN on transcript; drops after this date show as F)

Reading Week: February **14th-22nd, 2026**

Good Friday: **April 3rd, 2026**

Winter Term Classes End: **April 9th, 2026**

Study Days: **April 10th-11th, 2026**

Winter Term Examination Period: **April 12th-30th, 2026**

Syllabus:**Week 1: January 5-9**

Introduction to Classical Archaeology

- Branches of Archaeology and Sub-Specializations; How do we analyze the past?
- Flinders Petrie, John Beazley, seriation and relative dating

Readings: Alcock and Osborne - "Introduction", pages 1-10.

What is Classical Archaeology? History and Development

- The Ancient Mediterranean, Antiquarianism, museums and cultural commodification
- Howard Carter, Thomas Bruce 7th Earl of Elgin, Society of Dilettanti, Grand Tour

Readings: Alcock and Osborne - Chapter 1(a & b) "What is Classical Archaeology?: Greek (A. Snodgrass) and Roman (M. Millet)", pages 11-47.

Week 2: January 12-16

What is Classical Archaeology? History and Development continued

- Processual Archaeology/New Archaeology, Post Processual Archaeology/Interpretative Archaeology, Indigenous Archaeology, Post-Colonialism

Readings: Hamilakis, Y. 2008. "Decolonizing Greek Archaeology: Indigenous Archaeologies, Modernist Archaeology, and the Post-Colonial Critique." *Μουσείο Μπενάκι*, pages 273-281. (PDF on OWL)

Archaeological Excavations: The Basics

- Excavation methodology, stratigraphy, surveying

Reading: Alcock and Osborne – Chapter 2(a & b) "Doing Archaeology in the Classical Lands: The Greek World (J. Davis) and the Roman World (H. Hurst)", pages 53-86.

Week 3: January 19-23

The Bronze Age: Minoan Art and Archaeology c. 3000 – 1100 BCE

- The Minoans: palatial complexes, religious spaces, cities, and art
 - Knossos, Gournia, peak sanctuaries, Linear A, Akrotiri
 - Sir Arthur Evans, Harriet Boyd Hawes, Spyridon Marinatos

Reading: Biers, W. R. 1996. "The Minoans," in *The Archaeology of Greece*. Pages 23-61 (PDF on OWL).

The Bronze Age: Mycenaean Art and Archaeology c. 1750 – 1100 BCE

- The Mycenaeans: palatial complexes, religious spaces, cities, and art
 - Mycenae, Tiryns, Pylos, Troy, the megaron, Linear B
 - Heinrich Schliemann, Michael Ventris

Readings: Pedley, J. G. 2012. *Greek Art and Archaeology*. Pages 86-101. (PDF on OWL)

Week 4: January 26-30

The End of the Bronze Age (“Bronze Age Collapse”): 12th c. BCE

- Was there a ‘collapse’? What caused it and how did it impact material culture?

Readings: Deger-Jalkotzy, S. 2008. “Decline, Destruction, Aftermath,” in *The Cambridge Companion to the Aegean Bronze Age*, edited by C. W. Shelmerdine, pages 387-407. (PDF on OWL)

The Iron Age: 1200 – 750/700 BCE

- Monumentality, Domestic Space, Protogeometric Period, Geometric Period
 - Lefkandi, Eretria, Nichoria

Readings: Alcock and Osborne – Chapter 6(a) “Housing and Households in Ancient Greece” (L. Nevett), pages 207-227.

Week 5: February 2-6

The Archaic Period: 750 – 480 BCE

- Cultural contact and trading networks across the Mediterranean, Colonization and Colonialism
 - Magna Graecia, The Orientalizing Period, *Kouroi/Korai*

Readings: Alcock and Osborne – Chapter 9(a) “The Creation and Expression of Identity” (J. M. Hall), pages 348-367.

The Archaic Period Continued

- Petrification: the development of the Greek temple and the Panhellenic sanctuary
 - Corcyra, Samos, Delphi, Olympia

Readings: Alcock and Osborne – Chapter 7(a) “Cult and Ritual: The Greek World” (R. Osborne), pages 249-267.

Week 6: February 9-13The Classical Period: 5th c. – 323 BCE

- Athens: The Agora and the Acropolis after the Persian Wars

Readings: Alcock and Osborne – Chapter 5(a) “Urban Spaces and Central Places: The Greek World” (T. Hölscher), pages 168-186.

The Classical Period Continued

- The Rise of Macedonia
 - Vergina, Pella, and Alexander the Great

Readings: Alcock and Osborne – “The Personal and the Political: The Greek World” (J. F. Cherry), pages 293-315.

****Reading Week****Week 7: February 23-27****In-Class Midterm****

The Hellenistic Period: 323 BCE – 31 BCE

- The impact of Alexander the Great and Hellenization

Readings:

https://www.youtube.com/watch?v=0JSeKdjUU0Q&ab_channel=TheHellenisticAgeHistoryPodcast

Week 8: March 2-6

The Hellenistic Period continued

- The Hellenistic Kingdoms in the East
 - Ptolemaic Kingdom, Attalid Pergamon, Nabatean Kingdom
 - Diadochi and the Hellenistic Period

Readings: Wescoat, B. 2016. "New Directions in Hellenistic Sanctuaries", pages 424-437. (PDF on OWL)

The Roman Period in Greece: 146 BCE onward

- The province of Achaia, Athens and Corinth, Northern Greece

Readings: Alcock, S. 1994. "Minding the gap in Hellenistic and Roman Greece." In S.E. Alcock and R. Osborne, eds., *Placing the Gods: Sanctuaries and Sacred Space in Ancient Greece*. Pages 247-261. (PDF on OWL)

Week 9: March 9-13

The Etruscans and Early Italy

- Temples and funerary architecture
 - Caere and the Banditaccia necropolis, Tarquinia and Tomb Paintings, sarcophagi, Pyrgi and the sacred area

Readings: Baglioni, M. P. 2013. "The Sanctuary of Pyrgi," in J. M. Turfa, ed. *The Etruscan World*. Pages 613-627. (PDF on OWL)

The Roman Household and Mortuary Architecture

Readings: Alcock and Osborne – Chapter 6(b) "Housing and Households: The Roman World" (B. Bergmann), pages 228-244

Week 10: March 16-20

Early Roman Architecture: 753 – 510 BCE

- The Hut of Romulus, The Temple of Jupiter Optimus Maximus (Jupiter Capitolinus), Sant'Omobono, Forum Romanum

Roman Republic: c. 510 – 31 BCE

- Veristic portraiture, the Etrusco-Italic temple, Consuetudo Italica and the Hellenistic influence, elite competition and individualization, Forum Romanum

Readings: Alcock and Osborne – Chapter 8(b) "The Personal and the Political: The Roman World" (P. J. E. Davies), pages 316-339

Week 11: March 23-27

Augustus and the Julio-Claudians

- The influence of Classical Greek art and architecture, Imperial propaganda in art and architecture

Readings: Zanker, P. 1990. *The Power of Images in the Age of Augustus*. Pages 297-333. (PDF on OWL)

Imperial Architecture: Temples and Monuments

- The Imperial fora, Imperial cult shrines, major temples

Readings: Alcock and Osborne – Chapter 7(b) “Cult and Ritual: The Roman World” (C. Smith), pages 268-287.

Week 12: March 30 – April 3

Imperial Architecture continued

- Triumphal Arches, bath complexes, obelisks

Readings: Alcock and Osborne – Chapter 9(b) “The Creation and Expression of Identity: The Roman World” (A. Wallace-Hadrill), pages 368-388.

Late Antiquity in the Mediterranean

- Constantine and the end of antiquity

Readings: Cameron, A. 2012. *The Mediterranean World in Late Antiquity: AD 395-700*. Conclusion, pages 191-214. (PDF on OWL)