

“Ancient World” in this course means the ancient Near Eastern (or Western Asian) and Mediterranean worlds comprising what we now call the Middle East, North Africa, and Europe. With its many peoples this world has many stories, but it is possible to join these into a single, larger story that played out over the 4000 years from 3500 BC to AD 500. This story involves the amalgamation of all these peoples into a single “world-state” and the development of an all-embracing civilization shared by the peoples of North Africa, western Europe, and much of the Middle East. It is this story that we will focus on in this course. In the process we will examine four distinct civilizations, “Mesopotamian”, Egyptian, Greek, and Roman.

Ralph W. Mathisen, *Ancient Mediterranean Civilizations* (= AMC) will provide the basic narrative. Web readings will provide primary source material, including illustrations of art and architecture. Lectures, often emphasizing details different from those stressed in the text, will shape the particular story we will follow. Students will gain an understanding of the broad outlines of ancient Near Eastern/Mediterranean history, an understanding of the distinctive features of various ancient civilizations, and a familiarity with the story of the political and cultural consolidation of the ancient world.

Reading assignments are to be completed *before* the class meeting they appear next to. Make sure you look ahead to see when writing assignments are due.

Full attendance is expected. More than 2 unexcused absences will result in lower of your grade.

REQUIRED TEXTS: Ralph W. Mathisen, *Ancient Mediterranean Civilizations* (= AMC)

Course Activities:	4 x 3-4 page papers	5% each
	9 reading responses	5% each
	3 exams	10% each
	Class Participation	5%

EVALUATION AND GRADING: Coursework will be graded according to the following criteria:

- 1) Level of analysis/argumentation. Present a thoughtful argument and interpretation.
- 2) Use of evidence. The material you select to support your thesis must be relevant and must clearly back up your argument.
- 3) Clarity of communication. You must present the evidence and express your argument in a clear, comprehensible manner.

A = excellent performance on all three criteria.
B = above average on all three, or excellent on some tempered by flaws in others.
C = average across the board, or above average in part but with significant flaws.
D = below average overall performance.

Class Schedule/Reading and Writing Assignments

8/20 Introduction: *The End of Ancient History/The Idea of Civilization* AMC 1-27

I. Ancient Near East/Egypt: Cities, Kingdoms, Empires

8/22 *Mesopotamia I: Geographic and Historical Overview*

AMC 31-64

Topics and Themes (agricultural revolution, the culture of civilization/what does civilization look like)

Reading Response #1: Mathisen (AMC 33-38) discusses a number of sites in Mesopotamia (Iraq) whose remains point to successive developments that set the stage for the emergence of the first complex (= “civilized”) societies in Mesopotamia by about 3000 BC. Trace these developments by discussing the distinctive differences we see as we move from the Hassuna Culture to the Halaf Culture to the Samarra Culture to the Ubaid Culture to the Uruk Culture.

8/27 *Technologies for War and Government*

Paper #1 Due

http://joseph_berrigan.tripod.com/ancientbabylon/id46.html

<http://www.au.af.mil/au/awc/awcgate/gabrmetz/gabr0004.htm>

http://www.mesopotamia.co.uk/writing/story/sto_set.html

http://en.wikipedia.org/wiki/Code_of_Ur-Nammu

<http://www.fordham.edu/halsall/ancient/hamcode.asp> (scroll past lengthy introduction to get to the code itself)

8/29 *Elements of Mesopotamian Civilization/Archetypal Stories*

<http://www.sacred-texts.com/anc/adapa.htm> (Adapa)

Enuma Elish: handout

<http://www.ancienttexts.org/library/mesopotamian/gilgamesh/tab1.htm> (Gilgamesh)

<http://www.livius.org/fa-fn/flood/flood6-parallels.html> (Flood parallels)

Reading Response #2: On the basis of the Gilgamesh story, what seems to be the Mesopotamian view of the human condition?

9/3 *Egypt: Geographic and Historical Overview; Topics and Themes: Theology of Memphis (handout)*

AMC 65-90; <http://www.archaeology.org/0705/etc/pyramid.html>;

<http://www.narmer.pl/indexen.htm> (click on Pyramids in menu at left)

9/5 *New Kingdom and Empire*

AMC 90-96

<http://www.reshafim.org.il/ad/egypt/megiddobattle.htm>

http://www.reshafim.org.il/ad/egypt/egyptian-hittite_correspondence.htm

<http://www.ancientegyptonline.co.uk/suppiluliuma-letter.html>

9/10 *Mesopotamia II—Iron Age Empires: Historical Overview; Assyrian Imperialism: Technologies and Strategies*

AMC 124-150; <http://armieswiata.com/armies/aasyrian.html>;

<http://www.allempires.com/empires/assyria/assyria1.htm> (scroll down to “The Beginnings of the Neo-Assyrian Empire”)

9/12 *From the Babylonian to the Persian Empire; Persian Cosmopolis*

http://www.livius.org/da-dd/darius/darius_i_t08.html

9/17 *Hebrews and Jews in an Imperial Context* AMC 110-122; 2Kings; Nehemiah. Paper #2 Due

9/19 EXAM 1

II. Greece: Kingdoms, Cities, Kingdoms

9/24 *Historical Overview; Topics and Themes*

AMC 97-109, 153-178

9/26 *Cultural Consolidation: Homer and Hesiod*

<http://www.dartmouth.edu/~prehistory/aegean>

<http://www.ancientscripts.com/linearb.html>

<http://www.bartleby.com/22/1.html>,

<http://www.bartleby.com/22/24.html>

Reading Response #3: On the basis of the conditions and material features evident in Books 1 and 24 of the *Odyssey*, how does the world of Odysseus seem to differ from the world of Mycenaean Age?

10/1 *Polis Life* <http://homepage.usask.ca/~jrp638/CourseNotes/Polis.html>

<http://web.archive.org/web/20040326094619/www.northpark.edu/history/Classes/Sources/GreekWarfare.html>

<http://www.fordham.edu/Halsall/ancient/hoplite-rev.asp>.

<http://www.fordham.edu/Halsall/ancient/450-gortyn.asp>

The Impact of Writing

<http://www.omniglot.com/writing/greek.htm>

http://en.wikipedia.org/wiki/Greek_alphabet#Origins

<http://studypace.ccnmtl.columbia.edu/w/images/e/ed/Havelock-1963-Preface-to-Plato-excerpt.pdf>.

Paper #3 Due

10/3 *The Athenian Experience*

AMC 180-215;

<http://homepage.usask.ca/~jrp638/DeptTransls/Solon.html>

<http://www.fordham.edu/Halsall/ancient/eb11-delianleague.asp>

<http://www.fordham.edu/Halsall/ancient/424pol-athens.asp> (Old

Oligarch)

<http://www.fordham.edu/Halsall/ancient/pericles-funeralspeech.asp>

Reading Response #4: Why does the Old Oligarch think that democracy is not the best form of government?
Why does Pericles think that democracy is the best form of government?

10/8 *Rhetoric and Education*

AMC 215-219;

<http://www.iep.utm.edu/sophists/>

<http://mccandlessa.people.cofc.edu/Thucydides.htm#The%20Mitylenian%20Debate>

10/10 *Drama and History Writing*

10/17 *Knowledge Projects*

<http://www.csun.edu/~hcfl1004/pythag.html>;

http://en.wikipedia.org/wiki/Platonic_Academy;

[http://en.wikipedia.org/wiki/Lyceum_\(Classical\)](http://en.wikipedia.org/wiki/Lyceum_(Classical))

10/22 *Philip, Alexander, and the Hellenistic Age*

AMC 221-250;

<http://www.fsmitha.com/h1/hell14.html>;

<http://classics.mit.edu/Plutarch/alexandr.html>

10/24 *Kingdoms and Cities in the Hellenistic Age*; Hellenism and Hellenization AMC 250-262;

<http://www.fordham.edu/Halsall/ancient/285ptolemyII.asp>;

<http://www.historians.org/pubs/Free/BURSTEIN.HTM>;

http://en.wikipedia.org/wiki/Library_of_Alexandria;

<http://www.greek-thesaurus.gr/hellenistic-age-science.html>;

<http://ecole.evansville.edu/articles/stoicism.html>

Reading Response #5: How does Stoicism claim that we can achieve a state of tranquility?

10/29 EXAM 2

III. *Rome: Cities and Kingdoms, Empire and Cities*

10/31 *Historical Outline; Topics and Themes; Roman Constitution* AMC 265-283;

<http://thelatinlibrary.com/law/polybius.html>;

http://en.wikipedia.org/wiki/Roman_Constitution;

http://www.uah.edu/student_life/organizations/SAL/texts/misc/romancon.html;

<http://www.fordham.edu/Halsall/ancient/54candidate.asp>

Reading Response #6: Why, according to Polybius, does the Roman constitution (the institutions and practices of Roman government) produce a strong, stable state?

11/ 5 *Rome and Italy 509-265 BC*

AMC 283-289

11/7 *Rome and the Mediterranean 264-133 BC; Romans and Greeks* AMC 289-301;

<http://www.fordham.edu/Halsall/ancient/polybius-maniple.asp>

Paper #4 Due

11/12 *Crisis and Restoration*

AMC 303-332

<http://www.fordham.edu/Halsall/ancient/suetonius-augustus.asp>

<http://www.fordham.edu/Halsall/ancient/14resgestae.asp>

<http://web.archive.org/web/20021215035737/http://129.186.40.170/THOMAS/netscape/lex.html>

Reading Response #7: According to his own testimony in the *Res Gestae* (“Things Done”), what exactly does Augustus claim to have done? Is he entirely truthful?

The Augustan Age

AMC 333-358

<http://www.fordham.edu/Halsall/ancient/augustanencomions.asp>

<http://www.fordham.edu/Halsall/ancient/pliny-natihist-rome.asp>

<http://www.fordham.edu/Halsall/ancient/petronius-satyricon-feast.asp>

<http://www.history.com/topics/colosseum/videos#coliseum-deconstructed>

11/14 *Systems of government; Roman Law; Romanitas and Romanization* AMC 356-364;

<http://web.archive.org/web/20021216125253/http://darkwing.uoregon.edu/~atlas/europe/static/map13.html>

<http://www.fordham.edu/Halsall/ancient/pliny-trajan1.asp>;

<http://www.fordham.edu/Halsall/ancient/plutarch-education.asp>

11/19 *Jews and Christians*

AMC 364-369

<http://web.archive.org/web/20000519223736/http://web.reed.edu/academic/departments/classics/JewsandRome1.html>

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/josephussack.html>

<http://www.biblegateway.com/passage/?search=MARK+1&version=NIV>

Reading Response #8: According to the Gospel of Mark, what was Jesus' basic and primary message? Cite the passages that indicate this.

11/24 *Toward the Later Roman Empire*

AMC 373-396

<http://www.fordham.edu/Halsall/ancient/jordanes-goths20.asp>

<http://www.fordham.edu/halsall/source/salvian1.asp>

11/26 *The Christian Roman Empire and Romanized Christianity* AMC 397-427

<http://www.ntcanon.org> (development of the NT canon)

<http://www.fordham.edu/halsall/source/conv-const.asp>

<http://www.fordham.edu/halsall/source/edict-milan.asp>

<http://www.fordham.edu/halsall/source/codex-theod1.asp>

<http://www.fordham.edu/halsall/source/sidonius1.asp>

Reading Response #9: How does Constantine's religious policy differ from Theodosius'?

Beyond the Ancient World

AMC 429-461

12/5 FINAL EXAM 3 12-3.

Paper Assignments

All these papers are to be based on the material in *Ancient Mediterranean Civilizations* and other assigned readings.

1. Consider the web readings for 1/18 on war/armies, writing, and law codes. In what ways would each of these contribute to the power of kings and their ability to extend that power beyond the confines of a single city? (SLO 2)
2. What effects did Assyrian power, Babylonian power, and Persian policies have on the Hebrew kingdoms of Israel and Judea? Discuss each situation in turn. (SLO 2)
3. Describe the Greek style of fighting involving hoplite phalanxes and discuss the political consequences of the adoption of this style of fighting by Greek city-states. (SLO 2)
4. Trace the steps by which the Romans acquired territories outside Italy between the 3rd century and end of the 1st century BC. (SLO 2)

EXPLANATION OF HOW THE ASSIGNMENTS FOR HIS 220 MEET THE REQUIRED LEARNING GOALS:

Reading Responses 1-3, 5-8 meet the SLO 2 because they require students to use evidence (archaeological and textual) to interpret the past coherently in writing.

Reading Responses 4 and 9 meet the SLO 1 because it requires students to use a historical approach to analyze primary sources representing divergent perspectives (different 5th century BC assessments of democracy and different Roman imperial attitudes toward Christianity).

Writing assignments 1-4 meet the SLO 2 because they require students to use (archaeological and textual) evidence to interpret the past coherently in writing.