

Instructor: Dr. Mira Green

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**HSTAM 111
THE ANCIENT WORLD
AUTUMN 2019**

COURSE DESCRIPTION

This course offers a broad introduction to the history of the Ancient Mediterranean World. Because this class covers almost 3500 years, which includes many different cultures, we can focus only on selected moments and topics. The curriculum spans seven major cultural traditions – prehistoric Europe, Mesopotamia, Egypt, Israel, Greece, Rome, and Early Christianity – that have each played a key role in shaping world civilization. Readings for the course include selections from the canon of Near Eastern and European literature. However, other types of evidence, including art and archaeology, will also play a central role in our inquiry. Through an examination of these selected moments, a few themes of the course will develop: 1) various forms of governance and the role of law; 2) Empire; and 3) Men, women, and the social order. The course has no prerequisites other than healthy curiosity and willingness to think carefully about the past

COURSE WEBSITE: <https://canvas.uw.edu/courses/1321279>

COURSE OBJECTIVES:

1. Identify some of the major social, political, and cultural developments beginning in Bronze Age Mesopotamia through the Roman Empire.
2. Learn the methods used in reading, analyzing and discussing ancient primary texts. Integrate this with analysis and discussion of secondary scholarship.
3. Improve writing skills for essays that meet the standards of the discipline of history.
4. Practice different formats for public speaking and group work with peers.

REQUIRED READINGS

1. *The Epic of Gilgamesh*, trans. Andrew George (Penguin, 1999)
2. Homer, *The Essential Iliad*, trans. Stanley Lombardo (Indianapolis: Hackett Publishing, 2000).
3. *The Trials of Socrates*, ed. C. D. C. Reeve (Indianapolis: Hackett Publishing, 2002).
4. Course Reader (available on website)

REQUIREMENTS AND GRADING

You are expected to attend lectures and discussions, do the assigned reading, write two short papers, and take two exams (midterm and final).

The schedule and weight of each assignment:

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
Participation	15%	Daily
Reading Responses	10%	See Syllabus and Course Website
Midterm	20%	October 29, 2019
Two Short Papers	35%	1 st paper: (Oct. 13: 15%) 2 nd paper: (Nov. 17: 20%)
Final	20%	December 5, 2019

Participation: In this class, consistent and respectful engagement is the key to success. To receive high marks for participation, you must be present both physically and mentally. This means that your attendance is not enough; you must also be a thoughtful commentator and listener. A 4.0 student comes to class with an understanding of the readings and how they relate to one another. She also tries to puzzle together how weekly readings build on each other and has discussion points already in mind. She will actively contribute to discussion, but she also knows when to let others speak and responds to their comments with respect. Obviously, if you are not in class, you cannot demonstrate your mastery of the material nor your insightful analysis. If you must miss class, I recommend that you contact me or your TA in advance.

Reading Response: In order to help you prepare for discussion, you will be required to turn in a **one-page, typed** response to the assigned reading to be discussed on Fridays. These responses are not

graded on their content but on the completion of the assignment. You will write **eight** of these response.

Exams: The midterm will cover all the material that precedes the exam and the final will cover all the material that follows the midterm. Exams are given only as scheduled except in the case of illness or university responsibilities.

Two Short Papers: You will be required to write TWO papers (3-4 pages each). For essay topics and due dates, see course website: “Essay Topics and Instructions.” Late essays will be penalized. Two points per day will be taken off the grade (Saturdays and Sundays included). For example, if you turn in a paper that would have received a grade of 3.2 two days late, your grade will be reduced to 2.8.

*****If you plagiarize another’s work for any of these assignments, you will be reported to the Office of Community Standards and Student Conduct and you will fail this assignment if found guilty of plagiarism.*****

LECTURES AND READING SCHEDULE

WEEK ONE: Pre-History

<u>Date</u>	<u>Lecture</u>	<u>Readings, Podcasts, Videos</u>
September 26, 2019	Introduction to the Course and Some Pre-History	<i>Why Study History?</i> (CR 1) How Art Made Our World https://www.youtube.com/watch?v=lBoyQowHabA&t=521s BBC 4: Neanderthals https://www.bbc.co.uk/programmes/b00sq1ny
September 27, 2019	Discussion: Why study history and how to do historical analysis?	<i>Why Study History?</i> (CR 1) How Art Made Our World https://www.youtube.com/watch?v=lBoyQowHabA&t=521s BBC 4: Neanderthals https://www.bbc.co.uk/programmes/b00sq1ny

WEEK TWO: Mesopotamia and the Ancient Near East

October 1, 2019	History Begins at Sumer	Begin reading <i>The Epic of Gilgamesh</i>
	Kingship and Empire in the Era of Sargon	<i>Sargon Inscriptions</i> (CR 2) <i>Old Assyrian inscriptions</i> (CR 3)

October 3, 2019	Gilgamesh and Enkidu: “Stormy Heart for Stormy Heart”	<i>The Epic of Gilgamesh</i> Optional but recommended: BBC 4: The Epic of Gilgamesh https://www.bbc.co.uk/programmes/b080wbrq
	Law and Society in Hammurabi’s Babylon	<i>Code of Hammurabi</i> (CR 4)

Reading Response 1 Due via Canvas on October 3 by 7:00 p.m.

October 4, 2019	Discussion Section: Heroism, Death, and Laws in Ancient Mesopotamia	<i>The Epic of Gilgamesh</i> <i>Code of Hammurabi</i> (CR 4)
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WEEK THREE: The Land of Pharaohs and the Hittites

October 8, 2019	Age of Pyramids	Hornung, <i>The Old Kingdom</i> (CR 5) Sheshi, <i>Weni, Harkhuf</i> (CR 6) <i>Pyramid Texts</i> (CR 7) <i>The Great Hymn to Osiris</i> (CR 8)
	Warfare and Trade in Middle Kingdom Egypt	<i>The Tale of Sinubne</i> (CR 9) <i>The Eloquent Peasant</i> (CR 10)
October 10, 2019	New Kingdom: <i>The Book of the Dead</i>, Nefertiti, and King ‘Tut’	Hornung, <i>New Kingdom</i> (CR 11) <i>The Book of the Dead</i> (CR 12) Optional but recommended: BBC4: The Egyptian Book of the Dead https://www.bbc.co.uk/programmes/b08n1y2y
	The Hittites: Ancient Anatolia	<i>Selections from Hittite Texts</i> (CR 13)

Reading Response 2 Due via Canvas on October 10 by 7:00 p.m.

October 11, 2019	Discussion: Life and Death in Ancient Egypt	<i>The Tale of Sinubne</i> (CR 9) <i>The Eloquent Peasant</i> (CR 10) <i>The Book of the Dead</i> (CR 12)
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**First Paper Due via Canvas on Sunday,
October 13 by 11:00 P.M.**

WEEK FOUR: Bronze Age Greece, the 'Collapse', and Israel in the Iron Age

October 15, 2019	Dolphins and Bull-Jumpers, Lions and Warriors: Minoan Crete and Mycenaean Greece	Brief History of Greece, Minoan Crete and Mycenaean Greece (CR 14)
	Bronze Age Internationalism and the Year Civilization Collapsed	<i>Selections from the Amarna Letters</i> (CR 15) Cline, <i>1177 BCE</i> (CR 16)
October 17, 2019	Out of Egypt: Exodus as History and Myth	Selections from Old Testament (CR 17)
	From tribes to monarchy: Israelite warriors and kings	Same as above

Reading Response 3 Due via Canvas on October 17 by 7:00 p.m.

October 18, 2019	Discussion: Culture and Society of Ancient Israel	Selections from Old Testament (CR 17)
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WEEK FIVE: Neo-Assyrian Empire and Iron Age Greece

October 22, 2019	“Your land is a waste, your cities burnt down”: The Neo-Assyrian Empire	The Sennacherib Prism (CR 18) <i>Isaiah 36-37</i> (CR 19)
	A Dark Period: Greece in the Iron Age	<i>Brief History of Greece: Iron Age</i> (CR 20)
October 24, 2019	Mesopotamian and Hittite Influences on Homeric Epics	<i>The Essential Iliad</i> Optional but recommended: AGD: A History of Epic, Episode 18 http://greecepodcast.com/#episodes AGD: Dying for Immortality in Homer’s Iliad, Episode 3 http://greecepodcast.com/#episodes
	Homeric Society and Values	Same as above

Reading Response 4 Due via Canvas on October 24 by 7:00 p.m.

October 25, 2019 **Discussion:** *The Essential Iliad*
**Sitting by the Side of the Ship:
Heroism, Masculinity, and War in the
Iliad**

WEEK SIX

October 29, 2019 **MIDTERM**

October 31, 2019 **Resentment from Below and New
Values: Hesiod and Sappho's Greece** Hesiod, *Works and Days* (CR 21)
Hesiod, *Theogony* (CR 22)
Sappho (CR 23)

Optional but recommended:
AGD: How to Succeed in the Iron
Age, Episode 21
(<http://greecepodcast.com/#episodes>)

AGD: Sappho, The Tenth Muse
Episode 4
(<http://greecepodcast.com/#episodes>)

BBC4 Podcast: Sappho
<http://www.bbc.co.uk/programmes/b05pqsk4>

Reading Response 5 Due via Canvas on October 31 by 7:00 p.m.

November 1, 2019 **Discussion:** Hesiod, *Works and Days* (CR 21)
**Voices of Resistance: Hesiod and
Sappho** Hesiod, *Theogony* (CR 22)
Sappho (CR 23)

WEEK SEVEN: Greeks and Persians

November 5, 2019 **The Development of the *Polis*:
Hoplites, Lawgivers, and Tyrants** *Brief History of Ancient Greece*
(CR 24)

**In the land of the Great King: The
Achaemenid Empire** *Persian Royal Inscriptions* (CR 25)

November 7, 2019 **The Greco-Persian Wars** *Selections from Herodotus' Histories* (CR 26)

Optional but recommended:
AGD: The Persian Wars,
Episode 7
(<http://greecepodcast.com/#episodes>)

Reading Response 6 Due via Canvas on November 7 by 7:00 p.m.

November 8, 2019 **Discussion:**
Herodotus and the Construction of Other *Persian Royal Inscriptions* (CR 25))
Selections from Herodotus' Histories (CR 26)

WEEK EIGHT: Classical Greece and The Rise of Macedon

November 12, 2019 **Athenian Democracy and Empire** *Selections from Thucydides* (CR 27)

**The Peloponnesian War:
Fear and Brutality**

November 14, 2019 **The Trial of Socrates and the Crisis of the Polis** *The Trial of Socrates*, 26-61, 88-176

Alexander of Macedon: Great?

Optional but Recommended:
BBC4: Alexander the Great
<http://www.bbc.co.uk/programmes/b06d9bkx>

Reading Response 7 Due via Canvas on November 14 by 7:00 p.m.

November 15, 2019 **Discussion:**
Socrates: Guilty or Necessary? *The Trial of Socrates*, 26-61, 88-176

Second Paper Due via Canvas on Sunday, November 17 by 11:00 P.M.

WEEK NINE: The Roman Republic: Developing an Empire

November 19, 2019 **Rome: From Kings to Republic** *The History of Rome from Foundations* (CR 28)

The Conquest of Empire: Causes and Effects

Plutarch, *Life of Cato* (CR 29)

Optional but Recommended:
BBC4: Hannibal

<https://www.bbc.co.uk/programmes/b01n6s03>

November 21, 2019	Soldiers, Generals, and Civil War	Optional but Recommended: BBC4: Julius Caesar https://www.bbc.co.uk/programmes/b04jlygw
	Augustus and a New Form of Kingship	Augustus, <i>Res Gestae</i> (CR 30)

Reading Response 8 Due via Canvas on November 21 by 7:00 p.m.

November 22, 2019	Discussion: The Self-fashioning of Augustus	Augustus, <i>Res Gestae</i> (CR 30)
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WEEK TEN

November 27, 2019	The Colosseum: Gladiatorial Games and Making the Principate Anew	<i>The Civil War of 69</i> (CR 31)
	Living in a World State: Citizenship and a New Religion	<i>Selections from Acts of the Apostles</i> (CR 32) Juvenal, Satire 3 (CR 33)

November 28, 2019	Thanksgiving
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WEEK ELEVEN

December 3, 2019	Constantine: A Christian Emperor?	Eusebius, <i>Life of Constantine</i> (CR 34)
December 5, 2019	FINAL EXAM	

GRADING SCALE

A	4.0.....99-100
	3.9.....98
A-	3.8.....96-97
	3.7.....94-95
	3.6.....92-93
	3.5.....90-91
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B+	3.4.....89
	3.3.....88
	3.2.....87
B	3.1.....86
	3.0.....85
	2.9.....84
B-	2.8.....83
	2.7.....82
	2.6.....81
	2.5.....80
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C+	2.4.....79
	2.3.....78
	2.2.....77
C	2.1.....76
	2.0.....75
	1.9.....74
C-	1.8.....73
	1.7.....72
	1.6.....,71
	1.5.....70
<hr/>	
D+	1.4.....69
	1.3.....68
	1.2.....67
D	1.1.....66
	1.0.....64-65
	0.9.....63
D-	0.8.....61-62
	0.7.....60

Faculty mailboxes are located in 318 Smith. T.A. mailboxes are located in Smith 315, but these boxes are not secure and are only available when the office is open. Papers, notes, etc. for T.A.s should instead be delivered to T.A. offices. Faculty and T.A. office locations and hours are

Smith Hall will have no elevator service from June 17 through the end of November. Floors 2 and above are accessible only by stairs. Please contact the advising office directly (histadv@uw.edu) or your instructor or teaching assistant to arrange an appointment in an accessible alternative location, if needed.

Plagiarism and Incompletes

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Along with the University of Washington, the History Department takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before submitting coursework.

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

Grading Procedures

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. Grades cannot be changed after a degree has been granted.

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student, no later than ten days after his or her discussion with the instructor, may submit a written appeal to the Chair of the History Department with a copy of the appeal also sent to the instructor. Within 10 calendar days, the Chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the Chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the Chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the History Department to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a History Department file.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal to engage in sexual acts. It is also defined as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you are being harassed, **seek help**—the earlier the better. You may speak with your instructor, your teaching assistant, History Undergraduate Advising, the Department's Director of Academic Services (Smith 315A) or the Chair of the Department (Smith 308). In addition, the Office of the Ombud (206 543-6028) is a University resource for all students, faculty and staff. Community Standards and Student Conduct Office (cssc@uw.edu) is a resource for students.

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities.

The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).

Department of History Diversity Committee

The Department of History Diversity Committee initiates and facilitates an ongoing conversation about diversity, proposes measures to address institutional disparities, and also serves as a confidential resource for students, staff, and faculty who have concerns related to climate and diversity. Any member of the department's learning and working community may contact the committee with concerns and questions. <https://history.washington.edu/diversity-resources>

Standards of Conduct and Academic Integrity: (see WAC 478-121-020)

The following abilities and behavioral expectations complement the UW Student Conduct Code. All students need to demonstrate the following behaviors and abilities: **Communication:** All students must communicate effectively with other students, faculty, staff, and other professionals within the Department of History. Students must attempt to express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. All students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the class. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and professional setting. **Behavioral/Emotional:** Students must demonstrate the emotional maturity required for the adequate utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in the class. Further, students must be able to maintain mature, sensitive, and effective relationships with students, faculty, staff, and other professionals while engaging in the class and within the History Department. Students must have the emotional stability to function effectively in the classroom. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. **Problematic behavior documented:** Problematic behavior will be documented by the Department and if deemed appropriate forwarded on to Community Standards and Student Conduct. If a pattern of behavior or a single, serious lapse in the behavioral expectations becomes evident, the steps below will be followed so that the student is appraised of a warning indicating that the student's continuation in the class and/or major is in jeopardy. The student's instructor and/or appropriate program advisor or teaching assistant will document, either verbally or in writing, the concerning behavior and

notify the student that they are receiving a warning. Notification of the warning will be forwarded on to the Chair of the Department and Student Conduct and Community Standards via email or in hard copy. The warning identifies what the concerning behavior was and that any further disruptions or concerning incidents will result in the student being asked to leave the class. When incidents occur that represent a significant impact to the program or its participants, students may be asked to leave immediately without prior warning

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Safety and Evacuation

Evacuation routes are posted throughout the building. In case of a fire, please evacuate and go to the evacuation assembly point, locations of which are posted on building walls. In case of a power outage or earthquake, please stay where you are and, for the latter, protect your head and neck. Students with disabilities which could impair evacuation should notify the instructor early in the quarter so accommodations can be made.

Concerns about a course, an instructor, or a teaching assistant

Instructors

If you have any concerns about the course or the instructor in charge of the course, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, contact the History Department's Director of Academic Services, Tracy Maschman Morrissey, in Smith 315A. If you are not satisfied with the response that you receive from Tracy, make an appointment with the Assistant to the Chair in Smith 308B to speak with the Chair.

TAs

If you have any concerns about the teaching assistant, please see the her or him about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, contact the instructor in charge of the course. If you are not satisfied with the response that you receive, you may follow the procedure previously outlined, or contact the Graduate School in G-1 Communications.

Rev. Sept. 2019