

Course Information

History 3233/5233: Greece, Rome, and the Mediterranean World
Spring 2020
Meeting Time: TR 11:00-12:20 pm
Meeting Location: Prothro-Yeager PY 202

Professor

Dr. Tiffany A. Ziegler
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Office: O-214
Office Hours: MWF 12:00-1:00 pm; TR 10:00-11:00 am; by appointment; subject to change
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Course Description/Objectives

This course surveys the major classical civilizations of Greece and Rome from their inception to their decline. In examining these larger civilizations, this course also takes into consideration smaller peripheral states (such as that of the Phoenicians) located along the shores of the Mediterranean Sea, as well as the Arabic states (including the Persians and the Sassanids) that were often in conflict with both the Greeks and the Romans. Although this class focuses on the classical period it will also examine the religious developments of late antiquity, such as Christianity and Islam, both of which arose in the former empires of the Greeks and Romans. Through the lens of these many civilizations the course not only takes into consideration the linear development of the people, but also considers the ways in which the groups interacted with their Mediterranean neighbors. Themes of communication, interaction, conflict, and cultural adaptation are all prevalent in this course.

Required Books, Readings, and Materials

Primary Source Readings

Plutarch. *The Rise and Fall of Athens: Nine Greek Lives*. Translated by Ian Scott-Kilvert. New York: Penguin Books, 1960. ISBN: 9780140441024
Titus Livy. *The Early Histories of Rome*. Translated by Aubrey De Selincourt. London: Penguin Books, 2002. ISBN: 9780140448092
Suetonius. *The Twelve Caesars*. Translated by Robert Graves. London: Penguin Books, 2007. ISBN: 9780140455168

Midterm Playbook

Josiah Ober, Naomi J. Norman, and Mark C. Carnes. *The Threshold of Democracy*. New York: W. W. Norton & Company, 2015. ISBN: 9780393938876

Handouts

Provided by the professor and/or posted on D2L

A word on the readings. Plutarch, Livy, and Suetonius are all what we might call primary sources, but often their authors did not intend for their writings to be viewed as 'history'. Be cautious when reading these, but remember that they are still useful as sources of the past. You are welcome to use all the primary sources, and in fact I would encourage you to use all of these works, in your final projects. These are not easy works; they are written in clunky, non-modern dialogue despite the modern translations. Give yourself time to get through them, as they will not be something you can simply read in one sitting. If, however, you put

in the effort you will be greatly rewarded in the course and in the final project. For those of you who are on a tight budget, portions of Plutarch and Livy can be found on Google Books. Because they are not in their entirety, you will need to purchase them at some point. Suetonius is available in its entirety on Google Books. In addition, you can find all three primary source books in audio versions on the Internet by doing a quick search. Plutarch is on LibriVox and Livy and Suetonius on YouTube.

Although not required, you might acquaint yourself with the following for later projects:

Primary Sources Authors Greece: Andocides, Antiphon, Aeschylus, Apollonius of Rhodes, Aristophanes, Aristotle, Callimachus, Demosthenes, Euripides, Gorgias, Herodotus, Hesiod, Hippocrates, Homer, Isocrates, Longus, Lysias, Menander, Pindar, Plato, Plutarch, Polybius, Sappho, Sophocles, Theocritus, Thucydides, Xenophon

Primary Sources Authors Rome: Apuleius, Augustine, Ausonius, Caesar, Catullus, Cicero, Ennius, Horace, Jerome, Juvenal, Livy, Livius, Andronicus, Lucan, Lucretius, Martial, Naevius, Ovid, Petronius, Plautus, Pliny the Younger, Propertius, Prudentius, Quintilian, Sallust, Seneca, Statius, Suetonius, Tacitus, Terence, Tibullus, Vergil

Internet Ancient History Sourcebook: <https://sourcebooks.fordham.edu/ancient/asbook.asp>

Finally, the Midterm Playbook is a must! Although the thinking may be, "I don't need this until the midterm," you will indeed need the book sooner. Your grade is dependent on it. Without this book you will be unable to complete the midterm and you will fail the class. More on this book and the midterm below.

To assure that readings are completed, I will assign discussion leaders for every week of the course. Graduate students will be leaders at least twice during the semester. During that week you will be responsible for helping to lead the discussion after I lecture. The details of this will follow.

Requirements and Grading

The grade for this course will be based on attendance, discussion and participation, a midterm project, a final student project, and three papers.

Class Attendance

This course consists of both lecture and discussion, and therefore it is strongly suggested that you come on a regular basis. Please arrive on time and do not leave until the class has concluded. Life happens sometimes, and sometimes you have to miss. While you are granted a few absences, missing 7 or more times will negatively affect your participation, discussion, and attendance grade. After missing class 7 times, your participation, discussion, and attendance grade will continue to drop one letter for every additional time missed until ten times missed. After ten times missed you will receive a failing grade for attendance, discussion, and participation. You will also be counted as absent if you show up more than 15 minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion.

Discussion

We will be reading a number of primary and secondary sources. Students must read these works and come to class prepared to speak about them. Not participating in discussion will negatively affect your grade. Discussion can and will occur at any time. To prepare for this discussion, please read the assigned sources. In addition, you will need to lead the discussion at least one week during the lecture. Discussion leaders will be assigned the first week of class.

Paper Assignments

Over the course of the semester all students will be writing three short essays (4-5 pages).

Undergraduate Students:

For the first and second papers you will need to respond to issues raised in the reading and/or lecture. The third writing assignment will be a prospectus and tentative annotated bibliography for your major project. The specifics of all of these papers will be handed out in class closer to the time due.

Graduate Students:

For the first and second papers you will be writing critical reviews of two scholarly works of your choice but approved by the professor. The third writing assignment will be a prospectus and tentative annotated bibliography for your major project. The specifics of all of these papers will be handed out in class closer to the time due.

ALL papers need to be typed with a reasonable font (Times New Roman, Cambria, Tahoma, etc.), double-spaced, and have one-inch margins. While you do not need to include a cover page, you do need to include your name and the name of the class. Please proofread these papers for silly mistakes and errors. Do your own work. Do not steal anyone else's ideas. *Plagiarized material will be punished accordingly.* I do not allow late work. Period. Finally, all written work must follow the Turabian/Chicago style of citation. All students are expected to use and cite sources.

Midterm Class Project

The midterm will be a collaborative class project based on *The Threshold of Democracy*. As explained in the instructor's guide, "*The Threshold of Democracy: Athens in 403 BCE* recreates the intellectual and political dynamics of one of the most formative periods in Western history. After nearly three decades of war, Sparta has crushed democratic Athens, destroyed its warships and great walls, and installed a brutal regime, the "Thirty Tyrants." Their bloody excesses led to a brief civil war and, as the game begins, the tyrants have been expelled and democracy restored. But questions remain.

Is direct democracy, as Pericles conceived of it, an effective mode of governance? If so, why did Athens lose the Peloponnesian War to anti-democratic Sparta? Should Athens retain a political system in which all decisions are made through open debate by an assembly of six thousand citizens? Should leaders and magistrates continue to be chosen by random lottery? Should citizenship be broadened to include slaves who fought for the democracy and foreign-born metics who paid taxes in its support? Should Athens rebuild its defensive walls and warships and again extract tribute from city-states throughout the eastern Mediterranean?

Or should Athenian citizens listen to the critics? These include powerful landowners, who propose to replace the Assembly with a governing council, and the followers of Socrates, who

advocate a governing elite chosen for its intellectual merit and philosophical disposition. Should Athens eschew imperialism and naval expansion and instead focus on agricultural pursuits?

After a few class sessions to set up the game, you will assign every student a role in the game. Most will be assigned to one of several political factions, ranging from the Thrasybulans, the radical democratic followers of Thrasybulus, to the more moderate Periclean democrats, to the conservative Solonian aristocrats (oligarchs), and, lastly, to the followers of Socrates. Each player will also be assigned to a position in the government by random lottery, some serving as Assembly President, others as magistrates (archons) in the court system, and still others as Heralds (priests) who perform various religious rites. Players win by achieving some or most of their victory objectives, which sometimes include secret goals and strategies. But the most reliable path to victory is for students to persuade others—especially “undecided” figures—to vote in support of their positions. Although “undecided” or “indeterminate” players are free to be persuaded on many issues, they will also “represent” Athenian constituencies and positions.

The debates are informed by Plato’s *Republic*, as well as excerpts of speeches by Pericles, an important democratic leader, as recorded by Thucydides and Xenophon (who, though they may appear as figures in the game, have also provided written accounts of the recent history of Athens), and from other contemporary sources. By examining democracy at its threshold, the game provides a profound basis for considerations of its subsequent evolution.”

You will also find a brief overview of the game in *The Threshold of Democracy* reader. More on the project will be introduced as the time comes.

Final Class Project

As a final, culminating activity you will be designing and executing a major project on some aspect of Greek, Roman, or Mediterranean history and/or culture that interests you. The focus could be historical, archaeological, cultural, or just about anything that you propose, as long as the project can reasonably be carried out over the course of the semester. Graduate students must write a traditional paper as the final project.

Grading Breakdown

Grading for the course will break down as follows:

• Midterm Project	25%
• Two Papers/Reviews: 15% each	30%
• Prospectus and Annotated Bibliography	10%
• Final Project	25%
• Attendance, participation, and discussion	10%
	<hr/>
	100%

The grading scale is as follows: A = 90 and above; B = 80-89; C = 70-79; D = 60-69; F = 59 and below.

Policies

Missed Exams or Assignments

The assignments and exams in this course are limited. Please make plans to attend class regularly. Makeup exams and late homework assignments will be penalized without a valid class excuse, including, but not limited to severe illness (with documentation) and a university excused event (again, with documentation). Please notify me *in advance* and *in person* if you need to miss class. Avoid any penalties by turning in assignments early or making arrangements with the instructor if you know you must miss class. In-class work, such as questions collected in class, group assignments, and pop quizzes cannot be made up. Make arrangements to be in class by not scheduling work, child care, doctor's appointments, and other obligations during class time.

Support Services

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements.

Nondiscrimination Statement

Midwestern State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your professor or to the Human Resource Office.

Intellectual Property

All lectures, PowerPoints, handouts, and discussion materials in this class are considered the intellectual property of the professor. *Lectures may not be recorded or posted online.* In addition, if you miss class, please ask a fellow classmate for the notes. If you are not able to get the notes, see me and I will help you to make accommodations.

Classroom Etiquette

You are responsible for material presented in lectures and the knowledge of any of it will be necessary for both exams and papers. Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, talking with neighbors, texting and/or using a cell phone. Do not bring work unrelated to class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

Academic Integrity

Cheating, dishonesty and plagiarism will not be tolerated in this course. You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. Students who plagiarize or cheat on assignments will receive a zero for that assignment—no exceptions. Instances of plagiarism and cheating will be reported to the Dean.

TENTATIVE SCHEDULE OF ACTIVITIES

*Please note that the syllabus, readings, and assignments are subject to change if the professor feels it is necessary to modify the schedule. Furthermore, the following schedule is only a rough estimate of what we will be studying and when. I hope that your collective backgrounds and interests will shape the course somewhat as we go along. Don't be shy; if there is something into which you want to delve deeper, please let me know!

UNIT ONE: THE GREEKS

WEEK I (Jan 21-24): BACKGROUND—The Course and the Material

This week will mostly be a week of introductions. We will start by introducing the course via the syllabus and the required course books. We will also begin by looking at early Greek society. The focus for this week will be broad: society, culture, geography, economics, etc. We will also take a little time to introduce you to the sources available for the study of Greek, Roman, and Islamic cultures and societies. Whereas with some periods of study the internet is negligible at best, the number of primary sources available to students of Greece and Rome is remarkable. I will introduce you to some of these so that you might start thinking about your final project topic. Finally, we will have a workshop on using and citing primary sources.

TOPICS: Course Introduction

An Introduction to Mycenaean Civilization

An Introduction to Sources of the Greek, Roman, and Islamic Worlds

Assignment of Discussion Leaders

Workshop: Using and citing primary sources

READING: Plutarch, Introduction

WEEK II (Jan 27-31): From the “Dark Ages” to the Bronze Age (Lyric Age)

After setting up early Greek society in the previous week, this week we will consider what happens during the transition from “Dark Ages” Greece to the Bronze Age in Greece, a period that is sometimes referred to as the Lyric Age. In this discussion we will look at the importance of Greek colonies and settlements and how the expanse of early Greek society helped to place them into contact with certain peoples, such as the Phoenicians, who ‘reawaken’ them and launch them into a period of literacy and literary achievements.

TOPICS: Did Greece have a “Dark Age?”

The Transition to the Bronze Age (Lyric Age)

Greek Colonization: From Colonized to Colonizer

READING: Plutarch, Theseus

WEEK III (Feb 3-7): The World of the Greek *Polis*

This week will focus largely on the world of the Greek *polis* and will look at in detail the various types of poleis across the Greek world. We will draw comparisons and distinctions among the Spartans, the Athenians, and the Ionians. If, there is a time that we get behind on Greece, it will be here. This is SPARTA!

TOPICS: The Greek *Polis* and Its Characteristics

Athens
Ionia
Sparta

READING: Plutarch, Solon

DUE: Annotated Bibliography and Project Prospectus

WEEK IV (Feb 10-14): The World of the Greek *Polis*, Continued: Belief, Economies, and Social Systems

During this week we will examine in more detail the world of the Greek *polis* by focusing on belief, economies and social systems. This will be a systematic exploration of these topics in Greece, and it will be an exploration that pays more attention to the Greek social and cultural world than any of our other civilizations in the course. The reason for this lengthy analysis is that Greece forms the basis for all later civilizations in the West: you must know about Greece to understand the Romans, Christianity, and even the spread of Islam. Finally, we will look at the rise of the individual in this period—how the concept comes about and why it is so important in the student of ancient western history.

TOPICS: Greek Belief
Greek Economies
Greek Social Systems

READING: Plutarch, Aristides and Cimon (read with an eye to society, economics, and belief)

The Threshold of Democracy: Setup Session One

UNIT TWO: THE CLASSICAL WORLD AT WAR

WEEK V (Feb 17-21): The Persian and Peloponnesian Wars

The focus this week will be on the Persian and Peloponnesian Wars. We will look at how Greece fights off the 'national' enemy of the Persians. We will also look at what happens when the war ends. Both triumph and suspicion will emerge, which in turn will lead to the Peloponnesian Wars. To examine both wars, we will first look at briefly at the Persians. We will also consider the situation after the wars. Both contextualizations provide a deeper understanding of why the groups come to blows and help us to understand why other systems develop after. In short, these wars pave the way for the periods to come.

TOPICS: The Persians
The Persian Wars
The Peloponnesian Wars

READING: Plutarch, Themistocles and Pericles

The Threshold of Democracy: Setup Session Two

WEEK VI (Feb 24-28): The Hellenistic Synthesis

This week we will begin to work together in class to develop ideas and proposals for your major projects. At the same time, we will start to explore the wars of Philip of Macedon and Alexander the Great. Spoiler alert: Greece will be conquered—the polis will fail, but in this something remarkable will occur. We will discuss the Hellenistic synthesis and the importance of the Greeks long after the polis fails. This will then pave the way for our future discussions.

TOPICS: Philip of Macedon
Alexander the Great
The Hellenistic Synthesis

READING: Catch up and *Threshold*

The Threshold of Democracy: Setup Session Three

UNIT THREE: MIDTERM PROJECT

WEEKS VII (Mar 2-6) and VIII (Mar 9-13): The Threshold of Democracy

*Information for this project will be provided separately.

Spring Break Mar 14-22

UNIT FOUR: THE ROMANS

WEEK IX (Mar 23-27): Early Italy: Rome's First Centuries

This week we begin Rome. We will first look at early Italy, which will allow us to examine the connections among the Romans, the Phoenicians, the Greeks and other early Mediterranean peoples. We will also consider Rome's first centuries: economy, social systems, institutions, and most importantly, the formation of the Republic.

TOPICS: Early Italy
Rome's First Centuries
The Beginning of the Republic

READING: Livy, Books One and Two

DUE: Paper One

WEEK X (Mar 30-Apr 3): The Beginning of a Mediterranean Empire

Once we finish talking about Roman society, we can also look at Roman gods and Roman expansion. In some ways, they go hand-in-hand. We will look in detail this week at wars conducted by the Romans, while topics will include Scipio Africanus, the Punic Wars, and the newly formed Mediterranean Empire!

TOPICS: Roman Religion
Roman Expansion
The Triumph of Scipio Africanus
The Punic Wars (Wars with Carthage, e.g. the Phoenicians)

READING: Livy, Books Three and Four

30 Mar: Last Day to drop with a 'W'

DUE: Progress Reports

WEEK XI (Apr 6-8): From Republic to Empire

The transition from a Republic to Empire makes for more than a sci-fi film. George Lucas has nothing on the Rise of the Roman Empire and its consequences. This week we look at how the Empire comes about, we consider the changes relations that occur with the rise of the empire, and we consider some of the unintended consequences that come from the change. These consequences will be explored in more detail next week.

TOPICS: From Republic to Empire
Changing Relations in Rome
Demographic and Economic Changes
Consequences?

READING: Livy, Book Five and Suetonius, Divus Julius and Divus Augustus

DUE: Progress Reports

Holiday Break Apr 9-12

WEEK XII (Apr 13-17): Italy Threatened and Divided

As a refresher, we will continue to talk about the consequences that come from the transition from a republic to an empire in Rome. We will look at how things start to fall politically, we will look at the threats of war, and we will consider changes that occur in the Roman Army and along the frontier.

TOPICS: Italy Threatened
Italy Divided
Roman Politics in the Mid-Second Century
Changes to the Roman Army and the Frontier Lines

READ: Suetonius, Tiberius, Gaius Caligula, Divus Claudius, Nero

DUE: Progress Reports

WEEK XIII (Apr 20-24): Rome and Christianity

Perhaps appropriately, we will look at the introduction of Christianity in the Roman Empire this week and the results of that introduction. We will also be considering the changes and continuities that come in the third and fourth centuries before transitioning to the Late Antique World, which will allow us to hark back to Greece and the Hellenistic communities.

TOPICS: Rome and Christianity
The Third and Fourth Centuries
Changes and Continuities

READ: Divus Vespasian, Divus Titus, Domitian

DUE: Progress Reports

WEEK XIV (Apr 27- May 1): The Late Antique World and the Rise of Islam

This week we will conclude our investigation of Rome. We will finish with Late Antiquity and turn to the other side of the Mediterranean where Islam will soon rise. We will try to draw connections between the Greeks, the Romans, the Christians, and the Muslims in our discussion. In some ways, each group paved the way for the next, and to understand the classical world as the Greeks, the Romans, and the Muslims separately provides an incomplete view.

TOPICS: The Late Antique World

The Rise of Islam

The Greeks, Romans, Christians, and Muslims: Can any connection be made?

DUE: Final Progress Reports on Final Projects/Paper Two Rome

UNIT FIVE: RESULTS OF STUDENT RESEARCH

WEEK XV (May 4-8) and FINALS WEEK (May 9-14) (Final: Tuesday 12 May 1:00 pm-3:00 pm)

RESULTS OF STUDENT RESEARCH

During these two weeks the presentations of class projects will occur. Please do not make me remind you that you need to be present for the presentations by your classmates.

Criteria for Grades on Essays and Papers

- A
1. Question is clearly and methodically addressed.
 2. All subtopics of the question are covered.
 3. Writing is grammatically correct.
 4. Spelling is correct.
 5. Evidence is presented to substantiate the positions taken on a question.
 6. Evidence is factually correct.
 7. Student is able to draw material from both readings and lectures when necessary.
- B
1. Question is clearly and methodically addressed.
 2. Virtually all subtopics of the question are covered.*
 3. Writing shows only slight grammatical problems.
 4. Spelling is substantially correct.
 5. Evidence is presented to substantiate most positions taken on a question.*
 6. There are relatively few factual errors, but there are some mistakes.*
 7. Student is able to draw material from both readings and lectures when necessary.
- C
1. On the whole, the question is clearly and methodically addressed, but there is some confusion in organization.*
 2. Most subtopics of a question are covered, but significant ones are omitted.*
 3. Writing shows enough grammatical problems to make meaning unclear.*
 4. Misspellings become distracting to the reader.
 5. Evidence is presented to substantiate most positions taken on a question, but there are gaps.*
 6. A number of factual errors.
 7. Student is able to draw material from both readings and lectures when necessary, but omits obvious evidence.*
- D
1. Student fails to address a substantial portion of the question, but does address some aspects, or organization is inappropriate and confusing.*
 2. Numerous and important subtopics are neglected.*
 3. Writing shows grammatical problems throughout which, despite the student's mastery of the material, confuses the reader's attempts to understand the student's meaning.*
 4. Misspellings distract the reader.
 5. Evidence is not provided for important sections of the answer.*
 6. There are substantial and repeated factual errors.
 7. Student repeatedly fails to draw on evidence from either readings or lectures or both.*
- F
1. Student fails to address the question.*
 2. Student does not cover subtopics essential to the question.
 3. Writing shows grammatical problems that substantially interfere with understanding the student's meaning.*
 4. There are obvious and chronic misspellings.
 5. Evidence is not provided to substantiate positions.*
 6. There are numerous serious factual errors.*
 7. The student fails to draw on obvious material from both readings and lectures.

*Asterisk indicates that this alone will drop the essay or paper into this grade category. Otherwise the grade is determined by a combination of factors.

Note: Simply knowing the facts and repeating them is no better than C work.