



Course Syllabus: Greece, Rome, and the Mediterranean World

College of Humanities and Social Sciences

History 3233/5233 Section 101

Fall 2023 TH 9:30 am – 10:50 am

Contact Information

Instructor: Tiffany A. Ziegler, PhD

Offices: O'Donohoe 220 and Ferguson 214

Office hours: By appointment

Office phone: (940) 397-4151

E-mail: tiffany.ziegler@msutexas.edu

Instructor Response Policy

The best way to contact me is via e-mail. I will respond to e-mails on business days within 24 hours. E-mails sent after hours will be responded to on the next business day (this means Friday e-mails sent after 5:00 pm will receive a response on Monday).

Textbook & Instructional Materials

Required Books

Primary Sources

1. Livy. *The Early Histories of Rome*. Translated by Aubrey De Selincourt. London: Penguin Books, 2002. ISBN 9780140448092 ([Link to the publisher here](#))

2. Plutarch. *The Rise and Fall of Athens: Nine Greek Lives*. Translated by Ian Scott-Kilvert. New York: Penguin Books, 1960. ISBN 9780140441024 ([Link to the publisher here](#))

3. Suetonius. *The Twelve Caesars*. Translated by Robert Graves. London: Penguin Books, 2007. ISBN 9780140455168 ([Link to the publisher here](#))

Midterm Playbook

Josiah Ober, Naomi J. Norman, and Mark C. Carnes. *The Threshold of Democracy*. Fourth Edition. Chapel Hill: University of North Carolina Press, 2022. ISBN 9781469670751 ([Link to the publisher here](#))

Handouts

Provided by the instructor and/or posted on D2L

Course Description

This course surveys the major classical civilizations of Greece and Rome from their inception to their decline. In examining these larger civilizations, this course 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.

Course Objectives/Learning Outcomes/Course Competencies

Students will gain an understanding of the cultures, societies, and histories of Greece and Rome and of the peripheral states of the Mediterranean world.

Students will engage the ancient world of Greece, Rome, and peripheral Mediterranean states via lecture, readings of secondary sources, readings of primary sources, and discussions.

Students will explore how ancient history informs the present.

Students will produce informed analyses of Greek and Roman texts, ideas, art, artifacts, and more via papers, a midterm role-playing project, a final project/exam, and discussions.

Student will develop skills in writing, analyzing, and critical thinking as related to the subject matter.

Study Hours and Tutoring Assistance

Located in Moffett Library, the Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom, including both on campus and distance education tutoring. For more information go [here](#).

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Furthermore, writing, analytical, and critical thinking skills are all part of the learning outcomes of this course, and thus all assignments should be prepared

by the student. AI-generated submissions are not permitted and will be treated as plagiarism.

Grading/Assessment

Course Grade-The grade for this course will be based on three paper assignments, a midterm project, a final project or exam (your choice!), and attendance/discussion/participation.

Table 1: Points allocated to each assignment:

Assignments	Points
Paper One	150
Paper Two	150
Paper Three	150
Midterm Project	200
Final Project OR Final Exam	200
Attendance/Discussion/Participation	150
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Assignments

All assignments must be turned in at the beginning of class time on the day due. All assignments should be submitted electronically on D2L.

Quizzes

Quizzes will occur if I find that students are not doing the reading or participating in discussion. They will be calculated into the attendance/discussion/participation part of the grade.

Midterm

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 to come on this later.

Final Class Project/Exam

Students may either design and execute a major project on some aspect of Greek, Roman, or Mediterranean history and/or culture that interests them (the focus could be historical, archaeological, cultural, or just about anything that one proposes as long as the project can reasonably be carried out over the course of the semester), or they may take the final exam (written, take-home).

Papers

There are three papers in this course. For each paper, students will respond to issues raised in the readings and/or lecture. Each paper will use one or more of the course readings.

Extra Credit

No extra credit assignments are provided.

Late Work

Late work will not be accepted.

Make Up Work/Exams

Because the midterm is project based and because students have the option to do either a final project or take-home final exam, no makeup exams are allowed.

Important Dates ([Academic Calendar](#))

Last day for term schedule changes: 31 August.

Deadline to file for graduation: 25 September for December graduates and 2 October for May graduates.

Last Day to drop with a grade of "W:" 30 October (Please refer to: [Drops, Withdrawals & Void](#)).

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance/Discussion/Participation

Students are expected to attend all meetings of the classes in which they are enrolled. Although students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member.

Attendance is calculated as part of the final grade for this class. The instructor will track daily attendance in order to also track participation and discussion. A

student with excessive absences may be dropped from a course by the instructor. The instructor will give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Students must read the assigned books 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 serve as a discussion leader at least once. Discussion leaders will be assigned the first week of class.

A word on the readings. [Plutarch](#), [Livy](#), and [Suetonius](#) will be read as primary sources and will shape our in-class discussions. 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.

For those of you who are on a tight budget, portions of Livy and Suetonius (Robert Graves translation) 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. All three are linked in the above paragraph. 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 is on YouTube.

Although not required, you might acquaint yourself with the following for later projects, many of which can be accessed on the [Internet Ancient History Sourcebook](#):

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

Plutarch, Livy, Suetonius and the above-listed primary sources authors are all useful for the final project if you choose to go that route (vs a final exam—see below).

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.

Instructor Class Policies

Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, making trips to the vending machines, talking with other students, and viewing videos on TikTok. Do not bring work unrelated to class. Do not watch soccer (or other games) in 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.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Northwestern State University (NSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to NSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Northwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week/Topics	Activities/Assignments/Exams	Due Dates/Readings
Unit One: The Greeks		
<p>Week 1: Introductions and Backgrounds 8/29 & 8/31</p> <p>An Introduction to the Course</p> <p>An Introduction to Sources</p> <p>Assignment of Discussion Leaders</p> <p>Workshop: Using and citing sources</p> <p>An Introduction to Mycenaean Civilization</p>	<p>This week will be a week of introductions: the course, the syllabus, and the required course books. I will also take a little time to introduce you to the sources available for the study of Greek, Roman, and peripheral 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 show you where you can find some of these so that you might start thinking about your final project topic.</p> <p>We will also begin looking at early Greek society. The focus for this week will be broad: society, culture, geography, economics, etc.</p> <p>Finally, we will assign discussion leaders and we will have a workshop on using and citing sources.</p>	<p>READING: Plutarch, Introduction</p>
<p>Week 2: From the "Dark Ages" to the Bronze/Lyric Age 9/5 & 9/7</p> <p>Did Greece have a "Dark Age?"</p> <p>The Transition to the Bronze Age (Lyric Age)</p> <p>Greek Colonization: From Colonized to Colonizer</p>	<p>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 (or Lyric Age). In this discussion we will look at the importance of Greek colonies and settlements and how the expansion of early Greek society helped to place them into contact with certain peripheral peoples, such as the Phoenicians.</p>	<p>READING: Plutarch, Theseus</p> <p>Discussion Leader(s): _____ _____</p>

Week/Topics	Activities/Assignments/Exams	Due Dates/Readings
<p>Week 3: The World of the Greek <i>Polis</i> 9/12 & 9/12</p> <p>The Greek <i>Polis</i> Introductions & Comparisons</p> <p>Athens, Sparta, & Ionia</p>	<p>This week will focus largely on the world of the Greek <i>polis</i>. We will examine the various types of <i>poleis</i> across the Greek world, and we will draw comparisons and distinctions among the Spartans, the Athenians, and the Ionians. This is SPARTA!</p>	<p>READING: Plutarch, Solon</p> <p>Discussion Leader(s):</p> <hr/> <hr/>
<p>Week 4: The World of the Greek <i>Polis</i>, Continued 9/19 & 9/21</p> <p>Belief</p> <p>Economies</p> <p>Social Systems</p>	<p>During this week we will examine the world of the Greek <i>polis</i> in more detail by focusing on belief, economies and social systems. This will be a systematic exploration of these topics, as this lengthy analysis forms the basis for many 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.</p>	<p>Plutarch, Aristides and Cimon (read with an eye to society, economics, and belief)</p> <p>Discussion Leader(s):</p> <hr/> <hr/> <p><i>The Threshold of Democracy:</i> Setup Session One</p> <p>Paper One Due</p>

Week/Topics	Activities/Assignments/Exams	Due Dates/Readings
Unit Two: War		
<p>Week 5: The Persian and Peloponnesian Wars 9/26 & 9/28</p> <p>The Persians</p> <p>The Persian Wars</p> <p>The Peloponnesian Wars</p>	<p>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.</p>	<p>READING: Plutarch, Themistocles and Pericles</p> <p>Discussion Leader(s):</p> <p>_____</p> <p>_____</p> <p><i>The Threshold of Democracy: Setup Session Two</i></p>
<p>Week 6: The Hellenistic Synthesis 10/3 & 10/5</p> <p>Philip of Macedon</p> <p>Alexander the Great</p> <p>The Hellenistic Synthesis</p>	<p>This week we will start to explore the wars of Philip of Macedon and Alexander the Great. Spoiler alert: Greece will be conquered—the <i>polis</i> will fail, but in this something remarkable will occur. We will discuss the Hellenistic Synthesis and the importance of the Greeks long after the <i>polis</i> fails.</p>	<p>READING: Catch up and <i>Threshold</i></p> <p>Discussion Leader(s):</p> <p>_____</p> <p>_____</p> <p><i>The Threshold of Democracy: Setup Session Three</i></p> <p>Paper Two Due</p>
Unit Three: Midterm Project		
<p>Week 7 10/10 & 10/12</p>	<p><i>The Threshold of Democracy</i></p>	<p>*Information and due dates for this project will be provided separately.</p>

Week/Topics	Activities/Assignments/Exams	Due Dates/Readings
Week 8 10/17 & 10/19	<i>The Threshold of Democracy</i>	*Information and due dates for this project will be provided separately.
Unit Four: The Romans		
Week 9: Early Italy—Rome’s First Centuries 10/24 & 10/26 Early Italy The First Centuries The Republic	This week begins 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. We will also start an introduction to Roman society.	READING: Livy, Books One and Two Discussion Leader(s): _____ _____ <i>All Threshold of Democracy materials due</i>
Week 10: Expansion 10/31 & 11/2 Roman Society Roman Religion Roman Expansion The Triumph of Scipio Africanus The Punic Wars	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 survey the wars conducted by the Romans; key topics will include Scipio Africanus, the Punic Wars, and the newly formed Mediterranean Empire!	READING: Livy, Books Three and Four Discussion Leader(s): _____ _____

Week/Topics	Activities/Assignments/Exams	Due Dates/Readings
<p>Week 11: From Republic to Empire 11/7 & 11/9</p> <p>Changing Relations in Rome</p> <p>Demographic and Economic Changes</p> <p>Consequences?</p>	<p>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! 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.</p>	<p>READING: Livy, Book Five</p> <p>Suetonius, Divus Julius and Divus Augustus</p> <p>Discussion Leader(s):</p> <hr/> <hr/>
<p>Week 12: Italy Threatened and Divided 11/14 & 11/16</p> <p>Italy Threatened</p> <p>Italy Divided</p> <p>Roman Politics</p> <p>Mid-Second Century Changes to the Roman Army and the Frontier Lines</p>	<p>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 to the Roman Army and along the frontier.</p>	<p>READ: Suetonius, Tiberius, Gaius Caligula, Divus Claudius, Nero</p> <p>Discussion Leader(s):</p> <hr/> <hr/>

Week/Topics	Activities/Assignments/Exams	Due Dates/Readings
<p>Week 13: Rome and Christianity 11/21</p> <p>Rome and Christianity</p> <p>The Third-Century Crisis</p> <p>The Fourth-Century Recovery</p> <p>Changes and Continuities</p>	<p>During this short week, we will attempt an introduction of Christianity in the Roman Empire. 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.</p>	<p>READ: Divus Vespasian, Divus Titus, Domitian</p> <p>Discussion Leader(s):</p> <hr/> <hr/>
<p>Week 14: The Late Antique World 11/28 & 11/30</p> <p>The Late Antique World</p> <p>The Rise of Islam</p> <p>The Greeks, Romans, Christians, and Muslims: Can any connection be made?</p>	<p>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.</p>	<p>Paper Three Due</p>
<p>Week 15: Conclusions and Presentations 12/5 & 12/7</p>	<p>During this final week, we will catch up and conclude. We will also begin the presentations of final projects. Please do not make me remind you that you need to be present for the presentations by your classmates.</p>	<p>Last Day of Classes: 12/8</p>

Week/Topics	Activities/Assignments/Exams	Due Dates/Readings
Final Exams		
Final Exam 12/12	Tuesday 12 December 8:00 am-10:00 am PY 202	