

**THE ANCIENT WORLD  
CLAS/HIST 101G**

Mondays and Wednesdays 12:00pm-13:20pm, SMG101



Professor Christelle Fischer-Bovet ([fischerb@usc.edu](mailto:fischerb@usc.edu))

**Office hours:** M. 3:30-4:30pm and W. 10-11am or by appt.; **Office:** Taper Hall, THH 256K.

TAs:	Jennifer Devereaux ( <a href="mailto:jdeverea@usc.edu">jdeverea@usc.edu</a> )	Louis Palazzo ( <a href="mailto:palazzo@usc.edu">palazzo@usc.edu</a> )	Kristina Ingersoll ( <a href="mailto:kkristin@usc.edu">kkristin@usc.edu</a> )
Sections:	Friday 11am (VKC200) Friday 12pm (VKC201)	Friday 9am (VKC201) Friday 10am (VKC109)	Friday 8am (VKC260) Friday 9am (VKC109)
Office hours:	THH 256D, F. 1-3pm	THH 256D, F. 11am-1pm	THH 256D, M. 11am-12p, F. 10-11am

*Purpose and description of the course:*

This course fulfills the General Education requirement in Category I, *Western Cultures and Traditions*, and introduces students to the history and culture of the ancient world from the beginning of humankind until the fragmentation of the Mediterranean world around 500 CE. It will provide them with a global historical perspective and will teach students to think historically by connecting past and present and by asking questions of the past for a better understanding of the present. We will alternate between a comparative world approach and more in-depth investigations of the political, socio-economic and cultural developments occurring in the Mediterranean basin. Our unifying analytical framework will allow us to examine how human beings in different cultural areas responded differently to common problems and how this variety of responses shaped the society, economy, and polity over time.

Students will learn how to use and analyze primary sources, from the critical reading of literary texts, inscriptions, and papyri (in translation) to the examination of monumental buildings and tombs. Starting with the expansion of agriculture and the growth of the first empires in Mesopotamia and Egypt, we will explore processes behind imperialism, movement of population, and cultural interaction and we will point out the place of these different civilizations in the western imagination. We will observe the emergence of democratic city-states in Greece and the intellectual developments that took place in this context. We will scrutinize the growth of trade and the appearance of large cities. We will discuss the rise and fall of empires, compare the trajectories of Rome and China and trace the spread of Christianity.

Objectives:

By the end of the class, the students should feel comfortable in:

- Mapping the key events in the world history until around 500 CE.
- Developing critical thinking for analyzing and contextualizing the main original sources (in translation) and for comparing the range of human responses to common problems.
- Reflecting on their assumptions about their own culture and connecting historical debate to present issues.

Course requirements and evaluation:

- Attendance and participation in the weekly discussion section is required (includes one oral presentation): 15%
- Two map quizzes: 10%
- First term paper (2-3 pages, with bibliogr. and endnotes on an **extra** page): 10%
- Mid term paper (3-4 pages, with bibliogr. and endnotes on an **extra** page) **or** creative project: 10%
- Final paper (4-5 pages, with bibliography and endnotes on an **extra** page): 15%
- Mid-term exam: 20%
- Final exam: 20%
- Joint Educational Program (JEP): extra credit of 3% if A level grade (otherwise 1.5%) (<http://dornsife.usc.edu/joint-educational-project/>)

Required readings: (available at the bookstore and on reserve in Leavy)

- Winks, R. V., Mattern, S. P. (2004) *The Ancient Mediterranean World: From the Stone Age to A.D. 600*, Oxford University Press, paperback edition: ISBN10: 0195155637, \$ 39.95.
- Bailkey, N. M. *et al.* (2001) *Readings in Ancient History: Thought and Experience from Gilgamesh to St. Augustine*, Wadsworth Publishing, 7<sup>th</sup> ed., isbn 0495913030, paperback edition.
- Links to a few supplementary readings will be posted on Blackboard (see calendars with readings)

Short selection of useful websites and useful readings (also on BB, under websites):

- Freeman, C. (2004) *Egypt, Greece and Rome. Civilizations of the Ancient Mediterranean*, second edition, Oxford University Press. [on reserve]
- Timelines from the Metropolitan museum: <http://www.metmuseum.org/toah/intro/atr/06sm.htm>
- Mini-encyclopedia of Mesopotamia, Egypt, Greece, and Rome: <http://www.livius.org/>
- Egypt: <http://www.reshafim.org.il/ad/egypt/index.html>
- Departments at the British Museum: [http://www.britishmuseum.org/the\\_museum/departments.aspx](http://www.britishmuseum.org/the_museum/departments.aspx)
- Greek & Roman authors: <http://classics.mit.edu/Browse/index.html>

Plagiarism policy: Plagiarism is a serious offence and will be reported to the appropriate university authorities. The ideas, arguments, and words that you use in your written assignments must be yours. If you base some ideas or arguments on someone else's work, or use someone else's words in your essays, cite your sources and indicate the words with quotation marks (see below, paper instructions). Those who are uncertain about how to do this should ask the professor or the TAs for help and read the online USC's "Guide to Avoiding Plagiarism" which provides clear examples ([http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm)).

Disability policies: If you need an accommodation based on disability, you must register with the Disability Service and Program (DSP) each semester. Please, deliver to me their letter of verification for approved accommodations as early as possible in the semester. The DSP offices are located at STU 301; phone: 213-740-0776; <http://web-app.usc.edu/scampus/disability-services/>.

Turnitin.com: You are required to submit each of your papers through the course Blackboard website to Turnitin.com. This service is used by USC to ensure the originality of students' written assignments and to prevent your writings from being plagiarized by others. Instructions about this service will be given in class.

Paper instructions:

Three papers are required for this course (or instead of paper 2, see creative project), due on **September 20, October 30** and **November 25, 2013**. For a paper to count as turned in, you must bring a printed copy to me in class and submit an electronic copy to Turnitin.com through the course page on Blackboard (instruction above). **Late papers will be penalized** (5 points are removed from the grade for **each DAY** that passes, including Sat.-Sun; **after three days** the assignments will **not be accepted, which means zero points for the assignment**). For instance if your first paper received 90 points but was turned after class on 10/01 it will get 85 pts, 80pts if turned on 10/02, 75 pts on 10/03, 70 pts on 10/04, zero point on 10/05 and later. In case of doubts about the date, the date recorded by Turnit-in counts.

Checklists of how to write good papers and how papers are evaluated are available on Blackboard.

Use Times New Roman 12 font, double space for the text; size 10, single space for the footnote/endnote; 1" margins at top and bottom, 1.25" margins on sides. Please justify the text, indicate the **word count** below **your name**, and use the spell-check. Spelling and grammar are also considered in the evaluation: you may ask a friend to proofread your paper and do the same for him/her.

**Note:** useful tool: Strunk and White, *The Elements of Style*, Longman, 4<sup>th</sup> ed.

If you use scholarly articles, textbooks, or websites, **cite your sources using MLA or Chicago style**: indicate with quotation marks what you are borrowing from them and add in a footnote the author, title, year, or the website and the date when you accessed it. In total, you need to limit your quotes to ca. 10-15% of your paper. If you are paraphrasing someone's argument, you have to indicate the author's name and the article in a footnote too. Often it is clearer to borrow one sentence correctly with quotation marks than to write an approximate paraphrase. Do not give someone's opinion without explaining why you think this is correct (or erroneous) – for instance relate his/her claim to a primary source – or on what the author's claim relies.

**The following paper topics are provisional and thus subject to change. Any changes will be announced in lecture and/or posted on Blackboard.**

<b>Paper 1: by noon on 09/30/2013: <i>Ancient Egypt</i></b> (topic to be given in class)
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<b>Paper 2: by noon 10/30/2013: <i>Ancient Greece</i></b> (topic to be given in class) or <b>creative project</b> (1 page outline in Word file has to be emailed to <a href="mailto:fischerb@usc.edu">fischerb@usc.edu</a> by <b>Wed. October 10, midnight</b> for instructor approval)
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<b>Paper 3: by noon on 11/25/2013: <i>Comparing</i></b> (paper topic to be given in class)
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Instructions for oral presentation during discussion section (part of participation grade)

Sign up on the schedule of presentations given by your TA during the first discussion section.

You are responsible for communicating to your TA which passage of the readings you will present in class at the discussion section preceding your presentation (i.e. the Friday before your presentation).

**Method:** **Select** a paragraph or a small section of one text of the readings that you find the most interesting or that is the most representative of the purpose(s) of the text and of what we have seen in the lecture; **identify** keywords around which your analysis will evolve.

**3 to 5 minute oral presentation:** **Explain** why you chose the passage; **indicate** how it relates to the rest of the text (position in the text, content, style, repetitions/new ideas, etc.); **present** what we/you can learn from the keywords and how you interpret this passage; how can we use this text for historical research? You may end with a question/debate for the other students about their own interpretation.

Course calendar:

**The following schedule is provisional and thus subject to change. Special readings will be posted on Blackboard (see BB). Any changes will be announced in lecture and/or posted on BB.**  
**Tip: always watch out for biases in the introduction to the primary sources by Bailkey**

	Topics	Assignments
<b>WEEK 1</b>		
M. 08/26	Introduction to world history & the legacy of the ancient world	
W. 08/28	Human migrations	Special readings on <b>BB</b> (Bulliet, p. 5-18); <b>Winks</b> , p. 1-6
<i>Section</i>	<i>Sign up for oral presentations;</i>	<i>Revision of material read for Wednesday</i>
<b>WEEK 2</b>		
M. 09/02	<b>Labor Day – No Class</b>	<b>NO READINGS</b>
W. 09/04	Agriculture: from villages to cities: civilization in Mesopotamia (10,000-4,000 BCE)	<b>Winks</b> , p. 7-13: compare it with <b>Diamond</b> (ch. 5-6 on BB) and <b>Shanks</b> (podcast): <i>Origins of Agriculture Pt 1, #125: Michael Shanks on Entitled opinions, 56 min., Archive, Winter 2008, February 5</i> , downloadable on <b>BB</b> Sources: Bailkey #1 (Gilgamesh), #2 (flood)
<i>Section</i>	<i>Discussion of assignments for week 2; first oral presentations</i>	
<b>WEEK 3</b>		
M. 09/09	“Civilization” in Mesopotamia (4,000-1,500 BCE)	<b>Winks</b> , p. 13-26 Sources: Bailkey #4 (Hammurabi)
W. 09/11	Egypt (3,200-1,500 BCE)	<b>Winks</b> , p. 26-34; Special readings on <b>BB</b> (Freeman, p. 56-62) Sources: Bailkey #5, #8 (Egyptian sources)
<i>Section</i>	<i>Discussion of readings and term paper expectations; instruction about map quiz in week 4</i>	
<b>WEEK 4</b>		
M. 09/16	Egypt as an imperial power: New Kingdom Egypt	Special readings on <b>BB</b> (Freeman, p. 63-79) Sources: Bailkey #9 (Hymn to the Aton), #11 (Amarna)
W. 09/18	Death...and life in Ancient Egypt + Ramses and the Sea People	Special readings on <b>BB</b> (Freeman, p. 80, 88-93) Sources: Bailkey #6, 12, 13 (Egypt); Overfield on <b>BB</b>
<i>Section</i>	<i>MAP quiz on Near East and Egypt; Discussion of readings and term paper expectations.</i>	
<b>WEEK 5</b>		
M. 09/23	The last Pharaohs...and Cleopatra, queen of Egypt ( <b>important info for PAPER 1</b> )	<b>Winks</b> , p. 103-117 Sources: Plutarch’s <i>Life of Mark Antony</i> , §25-37 = p. 292-305 and §82-87 = death of Cleopatra on BB; Bailkey #40 (Rosetta stone) and #41
W. 09/25	State collapse and state formation in the Mediterranean: the Aegean and the Hebrews	<b>Winks</b> , p. 34-53 Sources: Bailkey #10A-B-C (Hebrew scriptures) + linear B tablets on <b>BB</b>
<i>Section</i>	<i>Discussion of readings and term paper expectations.</i>	
<b>WEEK 6</b> <b>PAPER 1 due on Monday September 30 on Turnit-in and in class</b>		
M. 09/30	Greek Dark Age & Homer	<b>Winks</b> , p. 36-41, 54-62 Sources: Bailkey #16 (Homer)
W. 10/02	Emergence of Greek city-states (800-490 BC)	<b>Winks</b> , p. 62-74 Sources: Bailkey #21 (Plutarch on Lycurgus), #22 (Solon), #23 (Plutarch on Pisistratus)
<i>Section</i>	<i>Discussion of readings; start reviewing for midterm.</i>	

<b>WEEK 7</b>		
M. 10/07	Building empires: Persian empire...and Athens	<b>Winks</b> , p. 74-77 + <b>Special readings on BB</b> on Persians Sources: Bailkey #15A (on Cyrus) and #24 (Herodotus)
W. 10/09	Athens: democracy, empire & cultural developments	<b>Winks</b> , p. 77-88 Sources: Bailkey #25 (Thucydides); #26 (Old oligarch)
<i>Section</i>	<b>Outline for creative project to be sent by email to <a href="mailto:fischerb@usc.edu">fischerb@usc.edu</a> on W. 10/09 by midnight</b> <i>Discussion of readings; review for midterm.</i>	
<b>WEEK 8</b>		
M. 10/14	The city-states at war	<b>Winks</b> , p. 88-89 +94-101 Sources: Bailkey #27A (Thucydides on Mitylene) as a preparation for the midterm's text analysis
W. 10/16	<b>MIDTERM</b> (Exam includes a map of Greece)	<b>Exam on lectures, discussion sections, and readings from 08/26/2010 to 10/14/2010</b>
<i>Section</i>	<i>Women in Greece: Special readings for section: Bailkey #28 (Lysias), #29 Euripides' Medea</i>	
<b>WEEK 9</b>		
M. 10/21	From the Americas...to China	<b>Special readings on BB</b>
W. 10/23	China and Greece: Confucius & Socrates	<b>Winks</b> , p. 89-94 Sources: Bailkey #30A-B-C (on Socrates), #31A (Plato), #33 (Aristotle)
<i>Section</i>	<i>Discussion of readings</i>	
<b>WEEK 10</b>		
M. 10/28	The Macedonian conquerors: Philip and Alexander the Great	<b>Winks</b> , p. 101-103 (including <i>Alexander the Great</i> ) Sources: Bailkey #34 (Demosthenes vs Isocrates) + Bailkey #35 (Arrian) + pdf on BB (Plutarch, 5 pages)
W. 10/30	Legacy of the Greek World and of Alexander	<b>PAPER 2 due on October 30 in class + Turnit-in</b> <b>NO READINGS</b>
<i>Section</i>	<i>Discussion of readings; instruction about map quiz in week 11.</i>	
<b>WEEK 11</b>		
M. 11/04	Rome: from village to empire	<b>Winks</b> , p. 118-133 Sources: Bailkey #48A+B (Livy), #50 (Polybius)
W. 11/06	The challenges of the Roman Republic: From the Gracchi to Caesar & Cleopatra	<b>Winks</b> , p. 133-144 Sources: Bailkey #53 (Gracchus), #61 (Suetonius on Caesar), #62 (Cicero)
<i>Section</i>	<b>MAP quiz on Roman empire; discussion of readings; paper expectations.</b>	
<b>WEEK 12</b>		
M. 11/11	Rome: "Empire management"	<b>Winks</b> , p. 144-163; Sources: Bailkey #63 (Augustus' Res Gestae); #64 (Cassius Dio & Tacitus)
W. 11/13	Comparing Rome and Han China: "Empire management"	Special readings on China on BB + revision on Roman history for Final
<i>Section</i>	<i>Discussion of readings; paper expectations.</i>	

**WEEK 13**

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M. 11/18	Cultural and socio-economic developments in the Roman empire	<b>Winks</b> , p. 163-177 Sources: Bailkey #65 (Tacitus & Aelius Aristides on the <i>Pax Romana</i> ); #68 (Tacitus & Josephus on rebellions)
W. 11/20	Cultural and socio-economic developments in the Roman empire & the third century crisis	<b>Winks</b> , p. 177-183 Sources: Bailkey #78A+B (on Diocletian)

*Section*      *Discussion of readings; paper expectations.*

**WEEK 14** PAPER 3 due on Monday November 25

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M. 11/25	The spread of Christianity	<b>Winks</b> , p. 184-205 Sources: Bailkey #75B (Paul) only #1, #77C (Tertullian), #78C (Diocletian's edict), #80 (Eusebius on Constantine)
W. 11/27	THANKSGIVING – No class	NO READING

*Section*      NO SECTION MEETING

**WEEK 15**

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M. 12/02	The “fall” of the Roman western empire	<b>Winks</b> , p. 205-214 Sources: Bailkey #85 (Augustine), #87 (Salvian)
W. 12/02	<b>Movie night, 6-9pm: Agora</b>	<b>(1 extra credit, includes special readings on Hypathia on BB)</b>
W. 12/04	The clash of empires: Rome, Byzantium, the Sassanids, and the Arabs	<b>Winks</b> , p. 214-218

*Section*      *Review for final.*

**F. 12/13**      **FINAL EXAM: 11am-1pm**

**On lectures, discussion sections, and readings since the mid-term exam as defined on the syllabus.**