

CLAS/HIST 101G: STATE AND SOCIETY IN THE ANCIENT WORLD

Schedule: TTh 11am-12:20pm (ONLINE) + discussion section on Friday morning.

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

Drop-in office hours: Tu. 8:30-9:30pm; Th. 12:20–1:20 or by appointment; **Office:** ONLINE

TAs: Deirdre Klokow (klokow@usc.edu) Madeline Thayer (mthayer@usc.edu)

Sections: Friday 8am Friday 10am

Friday 9am Friday 11am

Office hours: Thurs. 9-11 or by appointment Tu. 10-11am, F. 12-1pm or by appointment

Catalogue description: Comparative approach to ancient societies, social development, rise and fall of empires, Egypt, Greece, Rome, Han China, political ideas and cultural developments that have influenced modern people.

Aims of course:

The goal of the course is to offer a better understanding of the ancient world through social analysis. How did humanity go from hunting and gathering to building cities and empires and what kind of consequences did it have for human beings? The course will focus on the Near East, Egypt, Greece, Rome and Han China and compare state formation at different places over time. It aims at developing historical thinking but intersects with the social sciences. Some of the readings and lectures will introduce students to tools in historical sociology, political science, geography and demography used by some ancient historians. These approaches provide complementary viewpoints to understand why and how ancient societies developed particular political, religious, military or economic institutions and how these institutions shaped the lives of individuals in different ways. Students will acquire tools for qualitative analysis, applying them to ancient documents ranging from Egyptian funerary texts and administrative documents to prose and poetry by Greek and Latin authors, as well as monuments and artifacts. At times archeology and texts on stone and papyri will provide unique datasets for quantitative analysis, even though such material is limited for the ancient world. Students will be asked to bring historical depth to questions asked in the social sciences. A midterm and final exam test the student's knowledge of key social, cultural, economic and political developments and how human action shaped and was shaped by them in these regions of the ancient world. There will be two analytical papers, one using sociological tools and the other a comparative approach, and a third written assignment is either analytical or creative.

GE Learning Objectives:

The course is designed to fulfill the General Education requirement in *Social Analysis* (GE-C).

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

- Using approaches developed in historical sociology, political science, geography and demography and adapting them to investigate political institutions and social and cultural developments in the ancient world.
- Mapping the key events across ancient Eurasia and northern Africa 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.
- Assessing 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.

The course meets the learning objectives for the "tag" Traditions and Historical Foundations (GE-H) by helping the students to develop an understanding of the contexts in which long-lasting political and

philosophical ideas as well as religious values have emerged from the ancient Near East, Egypt, Greece, Rome and Han China.

Course requirements and evaluation:

- Classwork in lecture and weekly discussion sections (including weekly discussion posts and group projects): 15%
- One presentation during discussion sections: 5%
- Weekly take-home quizzes (the 3 lowest quizzes will be dropped): 5%
- First term paper (week 5): 10%
- Mid-term exam (week 8): 15%
- Mid-term paper (week 11): 15%
- Final paper (week 15): 20%
- Final exam (exam week): 15%
- Joint Educational Program (JEP): extra credit of 3% if A level grade (otherwise 1.5%) (<http://dornsife.usc.edu/joint-educational-project/> - see video during first class)

Required readings: (available at the bookstore and on reserve in Leavy Library – 2 hours)

- 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.
- Links to supplementary readings will be posted on Blackboard (see “assignments” with readings) A selections of social scientific literature and ancient historians using the social sciences includes:
 - J. Diamond (1997) *Guns, Germs, and Steel: The Fates of Human Societies*.
 - Harari, Y. N. (2015) *Sapiens. A brief History of Humankind*.
 - M. Mann (1986) *The Four Sources of Social Power*.
 - I. Morris (2010) *Why the West Rules – For Now. The Patterns of History and what they reveal about the Future*.
 - J. Ober (2010) *Democracy and Knowledge. Innovation and Learning in Classical Athens*.
 - W. Scheidel (2006) “Population and demography”.
 - R. Bagnall and B. Frier (1994) *The Demography of Roman Egypt*.

Papers:

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

Paper 1: Analysis of a series of Near Eastern documents

(Ancient sources in translation to be available in sourcebook and /or Blackboard)

Paper 2: Greek history topic: (analysis of ancient sources) OR creative project in Greek history and/or culture: project must be approved by instructor beforehand (e.g. analysis and/or making of a work of art, or analysis and performance of ancient text, creation of a website or a game, etc.) and include a 4-5 page report about challenges encountered and results, as well as a bibliography on an extra page.

Paper 3: Comparing Rome and Han China (analysis of ancient sources to be available in sourcebook and/or Blackboard)

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.

Instructions for oral presentation during discussion section

Sign up on the schedule of presentations during the first discussion section.

Your TA will assign you a short passage from the readings, sometimes paired with visual material. The oral presentation should last about **5 minutes**; You can use your notes but don't read a written text.

Content of presentation: Use the "who, why, when, where, how questions. Identify keywords around which your analysis will evolve. **Explain** what sort of text it is, how the passage relates to the rest of the text (position in the text, content, style, repetitions/new ideas, etc.), or to visual material, if applicable. You may **ask some of the following questions**: does/do the author(s) have a specific purpose in mind? Are there biases? What do we learn about the values, dreams and anxieties of a particular society, or of a social group (or gender) within that society? What about social hierarchies? What is beauty, or justice? What is the nature of the relationship between humans and the divine? What aspects are still relevant to today's debates, or to our own individual experience?

You may end with a question/debate – or a poll that you can send the evening before your presentation to your TA – so that the other students can share their own interpretation.

Netiquette

To recreate as much as possible a face-to-face learning experience, I highly encourage you to keep your camera on while on Zoom. If you anticipate it will not be possible to keep it on for several meetings in a row, please email your instructor or your TA in advance. Contribute as much as you can to the discussion and activities during lectures and discussion sections and when in breakout rooms, encourage everyone in the group to participate in the conversation. Be respectful of what others are saying and please keep confidential any personal information that comes up in class. Always feel free to ask questions when you do not understand or to ask for clarification if you are confused (you can use the chat function or raise your virtual hand). Enjoy exchanging ideas and views!

Statement on Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct. (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 (<https://libguides.usc.edu/writingguide/plagiarism>)).

Harassment, sexual assault, dating/domestic violence, and stalking are not tolerated by the university. All faculty and most staff are considered Designated Employees by the university and must forward all information they receive about these types of situations to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). EEO-TIX is responsible for assisting students with supportive measures, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. EEO-TIX is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact EEO-TIX directly (eeotix@usc.edu or 213-740-5086) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours). For more information, please visit <https://eeotix.usc.edu/>.

Statement on Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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 3601 Watt Way, Grace Ford Salvatori Hall, 120; phone: 213-740-0776; <https://dsp.usc.edu>

Schedule of topics and assignments

The following schedule is provisional and thus subject to change. EXCEPT for Winks' textbook, all readings will be posted on Blackboard (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.

Part I. Introduction to Ancient World History

WEEK 1: Human migrations: biology, geography and sociology

Tu. 01/19: **Introduction.**

Th. 01/21: **Human migrations:** Reading: Bulliet, p. 5-18.

F. 01/22: Reading: **Winks**, p. 1-6 + choose your texts for oral presentation this semester (list on p. 6)

WEEK 2: Why the west rules – for now? Agriculture in Mesopotamia (10,000-4,000 BCE)

Tu. 01/26: Reading: **Winks**, p. 7-13; **Diamond** (ch. 5-6); **Optional: Shanks** (podcast): Origins of Agriculture Pt 1, #173: Entitled opinions, 56 min., link on **BB**.

Th. 01/28: Bailkey #1 (*Gilgamesh*), #2 (flood).

F. 01/29: Discussion on an additional selection from *Gilgamesh* + Bailkey #1 (*Gilgamesh*), #2 (flood).

Part II. The First empires in Mesopotamia and Egypt (3,200-1,200 BC)

WEEK 3: How can myths sustain entire empires?

Tu. 02/02: Reading: **Winks**, p. 13-26, **Harari** (ch. 6 on BB) with sources: Hammurabi Code (pdf)

Th. 02/04: **Mann's IEMP model (Ideology, Economy, Military, Political) & Egypt**; Reading: **Cline** *Ancient Empires* (intro to **Mann**); **Winks**, p. 26-34 with sources: Bailkey #5, #8 (Egyptian sources).

F. 02/05: Discussion of Hammurabi's code (note: topic A for paper 1)

WEEK 4: "I" like Ideology: religion and royal ideology in Egypt

Tu. 02/09: Reading: Freeman, p. 63-79, 80, 88-93 with sources: Bailkey #9 (Hymn to the Aton), #11 (Amarna); Overfield on funerary texts

Th. 02/11: **Prof. Kara Cooney (UCLA), Guest lecture on Hatshepsut**; Cooney's chapter on Hatshepsut

F. 02/12: sources Bailkey #6 (Egyptian songs); Hatshepsut's birth and coronation narratives

WEEK 5: Explaining state collapse and new beginnings

T. 02/16: **Inventing a heroic past? (1,200-800 BC)** Reading: **Winks**, p. 34-53; linear B tablets; **Homer, Iliad** (selection); Shay, *Achilles in Vietnam* (selection); Optional: **Morris** (ch. 4-5, p. 215-237)

Th. 02/18: **Were the Ancient Greeks really special? Archaic Greece (800-490 BC)**: Mini-lecture(s) with small-group work on short extracts given in class - NO READING/NO ONLINE LECTURE

- **PAPER 1 DUE on THURSDAY 02/18 before class on turnit-in**

F. 02/19: Discussion section on Homer, *Iliad* (selection); **Winks**, 54-58.

Part III.

WEEK 6: Persia, Sparta and Athens

T. 02/23: **The Persian empire and Sparta: war and cultural memory**: Reading: **Winks**, 58-77 (Archaic Age), Bailkey #21 (Plutarch on Lycurgus); Herodotus (selections); Behistun inscription.

Th. 02/25: **Athens: democracy and cultural development (490-404 BC)**: **Winks**, p. 77-87 includes visual material; Sophocles' *Antigone* (pdf)

F. 02/26: Sophocles' *Antigone* – discussion with focus on the second half of the play.

WEEK 7: Democracy and its discontent (“Reenacting the Past” historical game – group project)

T. 03/02: **Democracy and empire**: Reading: **Winks**, p. 87-89 with sources: Bailkey #25 (Thucydides) and #26 (Old Oligarch); Thucydides on the plague of Athens (pdf)

Th. 03/04: **Philosophical thoughts**: Reading: **Winks**, p. 89-94 with sources: Bailkey #30A+B+C (Plato on Socrates); Xenophon's *Apology of Socrates* (selections)

F. 03/05: Socrates Trial (Reacting game – group project – instruction tba)

Note: If choose the Creative project option for paper 2 instead of the assigned topic for Paper 2 (on Socrates), your OUTLINE is to be sent to professor by midnight on Friday 03/04.

WEEK8: Athens – who should participate in government?

T. 03/09: **Should foreigners (metics), slaves and women vote?**; **Winks**, p. 94-101; Plato's *Protagoras* (selection), Plato's *Republic* (selection) + Aristophanes' *Assemblywomen Ecclesiazusae* (selections) (“Reenacting the Past” historical game in class).

Th. 03/11: **MIDTERM**: on lectures, discussion sections, readings since the beginning of the class.

F. 03/12: **WELLNESS DAY – NO DISCUSSION SECTION**

WEEK 9: When humans are becoming gods (again): Alexander the Great and the Hellenistic world

T. 03/16: **Winks**, p. 101-103 (including *Alexander the Great*) with sources: Bailkey #34 (Demosthenes *versus* Isocrates) + Bailkey #35 (Arrian) + (Plutarch, 5 pages).

Th. 03/18: Bailkey #40 (Rosetta stone) and #41 (papyrus: Greek and non-Greeks).

F. 03/19: Discussion of readings and sources for Tuesday 03/16.

Part IV. The Roman Empire

WEEK 10:

T. 03/23: WELLNESS DAY – NO CLASS

Th. 03/25: **Rome**: Reading: **Winks**, p. 118-133 with sources with Bailkey #48A (p. 315–317).

PAPER 2 DUE on THURSDAY 03/25 before class on turnit-in

F. 03/26: Read and discuss Bailkey #48A+B (Livy), #50 (Polybius)

WEEK 11: Rome, from village to empire

T. 03/30: **Winks**, p. 133-144; Sources: Bailkey #61 (Suetonius on Caesar)

Th. 04/01: **Winks**, p. 144-163; Sources: Bailkey #62 (Cicero), #63 (Augustus' Res Gestae); #64B (Tacitus).

F. 04/02: Read and discuss Virgil's *Aeneid* (selection) in conjunction with sources from Th. 04/01.

WEEK 12: Comparing Rome and Han China

T. 04/06: **China**: **Bulliet** (on China); Weisner, p. 78-95 (includes sources on China); Overfield on Confucianism in the empire (p. 146-150)

Th. 04/08: **Walter Scheidel (Stanford), Guest lecture on Demography, environment & disease in the ancient world**: **Winks**, p. 170-183 + one article by Scheidel.

F. 04/09: Discussion of readings for paper 3: Overfield (Roman & Chinese women) and Lewis (Roman women in Egypt) + revise sources from T. 04/06 + new material.

WEEK 13: Socio-economic and religious developments throughout the Roman empire

T. 04/13: **Pagan religion & the spread of Christianity, part I**: **Winks**, p. 184-195 with sources: Bailkey #75B (Paul) only #1; #77C (Tertullian), #78C (Diocletian's edict of persecution against Christians)

Th. 04/15: **Hypatia, female philosopher & Movie Agora**: dossier on BB + Analysis of scenes of the Movie in class. Optional but highly encouraged: watch the whole movie **Agora** on Netflix

F. 04/16: Discussion on Pagans and Christians based on the sources & movie **Agora** of week 13.

WEEK 14: The spread of Christianity, part II (“Reenacting the Past” historical game – group project)

T. 04/20: Constantine and the Council of Nicaea: Reading: **Winks**, p. 195-205 with sources Bailkey #80 (Eusebius on Constantine) + dossier “Reenacting the Past” (pdf)

Th. 04/22: WELLNESS DAY – NO CLASS

F. 04/23: “post-mortem” discussion on reenacting the past + Revisions for Final exam.

WEEK 15: The “fall” of the Roman empire and final reflections on social development in the Ancient World.

T. 04/27: **Winks**, p. 205-214 with sources: Bailkey #85 (Augustine); **Morris** (selections).

Th. 04/29: **PAPER 3 IS DUE in class and on turnit-in before midnight**: NO READINGS.

F. 04/30: WELLNESS DAY – NO DISCUSSION SECTION

FINAL EXAM: TUESDAY, MAY 11, 2021, 11am-1pm, on Zoom

On lectures, discussion sections, and readings since the mid-term exam as defined on the syllabus. “No deviations from this schedule are permitted,” see <https://classes.usc.edu/term-20211/finals/>.