Schedule: TTh 11am-12:20pm (THH 202) + discussion section on Wednesday morning.

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

Office hours: Wed. 12:00pm to 2:00pm or by appointment; Office: Taper Hall, THH 256K.

TAs: Cristina Copland (ccopland@usc.edu) Simon Judkins (sjudkins@usc.edu)

Sections: Wednesday 8am (VKC 155) Wednesday 10am (VKC 155)
Wednesday 9am (VKC 155) Wednesday 11am (VKC 155)

Office hours: SOS 171, Wednesday 10am-12pm SOS 171, Wednesday 12-2pm

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 man.

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 differently. 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 dataset 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:

- Attendance and participation in the weekly discussion section is required (includes one oral presentation): 15%
- One map quiz (week 4): 5%
- First term paper (week 5): 10%
- Mid-term exam (week 7): 20%
- Mid-term paper (week 11): 15%
- Final paper (week 15): 15%
- Final exam (exam week): 20%
- Joint Educational Program (JEP): extra credit of 3% if A level grade (otherwise 1.5%) (http://dornsife.usc.edu/joint-educational-project/)
- Extra credit: 2 points if you fill out 80% of the workshops or 1 point if you fill out at least 60% (information to be given in class)

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

- 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:
  

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 a game, etc.) and include a 4-5 page report with bibliography about challenges encountered and results.

**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 (part of participation grade)

Sign up on the schedule of presentations during the second discussion section (see list on p. 6).

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 Wednesday before your presentation).

Method: Select a paragraph or a small section of the text which you have chosen and which you find the most interesting or that is the most representative of the purpose(s) of the text: e.g. how does it help us to understand how society worked, what were the values, dreams and worries of a particular society, or of a social group (or gender) within that society? Use the “who, why, when, where, how questions. 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.

Schedule of topics and assignments

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.

Part I. Introduction to Ancient World History
WEEK 1: Human migrations: biology, geography and sociology
Tu. 08/23: Introduction.
W. 08/24: Reading: Winks, p. 1-6 + choose your texts for oral presentation this semester (list on p. 6)
Th. 08/25: Reading: Bulliet, p. 5-18 on BB.

W. 08/31: Discussion of Hammurabi’s code (note: topic A for paper 1)
Th. 09/08: Mann’s IEMP model (Ideology, Economy, Military, Political); Reading: Mann (intro on BB) – Winks, p. 26-34 with sources: Bailkey #5, #8 (Egyptian sources).

WEEK 2: Why the west rule – for now? Agriculture in Mesopotamia (10,000-4,000 BCE)
W. 08/31: Bailkey #1 (Gilgamesh), #2 (flood).
Th. 09/01: compare Diamond (ch. 5-6) and Morris (ch.1) on BB.

Part II. The First empires in Mesopotamia and Egypt (3,200-1,200 BC)
WEEK 3: “I” like Ideology: religion and royal ideology in Egypt
Tu. 09/13: Reading: Freeman, p. 63-79 on BB with sources: Bailkey #9 (Hymn to the Aton), #11 (Amarna).
W. 09/14: sources Bailkey #6, 12 (Egypt); Overfield on BB.
Th. 09/15: MAP QUIZ on the Ancient World + Freeman, p. 80, 88-93 on BB.
WEEK 5: Explaining state collapse?... and new beginnings
T. 09/20: Reading: Winks, p. 34-53; Morris (ch. 4-5, p. 215-237); Sources: Bailkey #13 (Sea People) + Bailkey #10B (Hebrews-deliverance); linear B tablets on BB.
W. 09/21: Discussion section on Homer, read Bailkey #16 (Homer).

Th. 09/22: PAPER 1 DUE, NO READING: Inventing a heroic past? (1,200-800 BC)

Part III. Were the Ancient Greeks really special?
WEEK 6: The emergence of Greek city-states (800-490 BC)
T. 09/27: Reading: Winks, 54-66 (Dark Age and Archaic Greece), Bailkey #21 (Plutarch on Lycurgus).
W. 09/28: Read #22 (Plutarch on Solon) to be discussed with Bailkey #21 (Plutarch on Lycurgus).
Th. 09/29: Winks, p. 66-74 with sources #23 (Plutarch on Pisistratus).

WEEK 7: The Greek city-states at war and innovation in Classical Athens (490-404 BC)
T. 10/04: War, memory and trauma: Reading: Winks, p. 74-77 + 88-89 with #24 (Herodotus).
W. 10/05: F. 10/09: Read Bailkey #25 (Thucydides); #26 (Old oligarch) to be discussed with #24 + revision for exam.
Th. 10/06: MIDTERM: on lectures, discussion sections, and readings since the beginning of the class as defined on the syllabus.

WEEK 8: Athens: democracy, empire and cultural developments (490-404 BC)
T. 10/11: Athens: Reading: Winks, p. 77-88 with visual material in it + Bailkey #29 Euripides’ Medea
W. 10/12: Discussion on #29 Euripides’ Medea

F. 10/14: OUTLINE OF CREATIVE PROJECT to be sent to professor by midnight, only for those of you who chose this option rather than assigned topic for Paper 2.

WEEK 9: When humans are becoming gods (again): Alexander the Great and the Hellenistic world
W. 10/19: Discussion of readings and sources for Tuesday 10/18.
T. 10/20: Bailkey #40 (Rosetta stone) and #41 (papyrus: Greek and non-Greeks).

WEEK 10: The Axial Age: Philosophical thoughts
T. 10/25: Reading: Morris (ch. 5, selection), Bulliet (selection on China) on BB, Winks, p. 89-94 with sources: Bailkey #30A+C (on Socrates), #31A (Plato), #33E-G (Aristotle).
W. 10/26: Discussion on Bailkey #30A+C (on Socrates), #31A (Plato), #33E-G (Aristotle).

Part IV. The Roman Empire

WEEK 11: Rome, from village to empire
T. 11/01: Winks, p. 133-144; Sources: Bailkey #61 (Suetonius on Caesar) + dossier Hypatia on BB
W. 11/02: Discussion of readings and sources for Tuesday 10/27: Bailkey #48A+B + #50 (Polybius).
Th. 11/03: PAPER 2 DUE ON THURSDAY in class and on turnitin; NO READINGS; MOVIE AGORA

WEEK 12: Comparing Rome and Han China
T. 11/08: Rome: Reading: Winks, p. 144-163; Sources: Bailkey #62 (Cicero), #63 (Augustus’ Res Gestae); #64B (Tacitus).
W. 11/09: Discussion of Bailkey #62 (Cicero), #63 (Augustus’ Res Gestae); #64B (Tacitus).
Th. 11/10: China: Bulliet (on China) and Weisner (sources on China) on BB.
WEEK 13: Ancient demography and socio-economic developments throughout the Roman empire
T. 11/15: Reading: Winks, p. 170-183 + all on BB; Scheidel on Population and Demography; Roman Egypt and other inscriptions from Rome or Pompeii.
W. 11/16: Discussion of readings for paper 3: Overfield (Roman & Chinese women) and Overfield on Confucianism in the empire and from Th. 11/10 Weisner (sources on China).
Th. 11/17: The spread of Christianity, part I: Winks, p. 184-192 with sources: Bailkey #75B (Paul) only #1.

WEEK 14: The spread of Christianity, part II
T. 11/22: Reading: Winks, p. 192-205 with sources: #77C (Tertullian), optional: #78C (Diocletian’s edict), #80 (Eusebius on Constantine).

THANKSGIVING No section on Wednesday and no classes on Thursday.

WEEK 15: The “fall” of the Roman empire and final reflections on social development in the Ancient World.
W. 11/31: Revisions for Final exam; Bailkey #85 (Augustine).

Th. 12/01: PAPER 3 IS DUE in class and on turnitin by 11am: NO READINGS.

FINAL EXAM: TUESDAY, DECEMBER 13, 2016, 8am-10am, THH 202:
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-20163/finals/.

Electronic Devices Policy
Students are reminded to turn off all cell-phones at the beginning of class. Use of laptops, tablets and similar electronic devices is not permitted in the lecture hall (they are permitted in discussion sections for accessing readings if they are only available online). Students who feel they must have use of an electronic device in class must apply to the professor in person to explain the reason.

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 Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://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 (http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm)).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu or to the Department of Public Safety http://adminopsnet.usc.edu/department/department-public-safety. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

Statement on Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for
international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport.centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport.centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu](http://emergency.usc.edu) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**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; [http://web-app.usc.edu/scampus/disability-services/](http://web-app.usc.edu/scampus/disability-services/); email: [ability@usc.edu](mailto:ability@usc.edu)

### List of texts for oral presentation in discussion section, starting week 3
Select your text: to be arranged in discussion section with your TA in week 1

<table>
<thead>
<tr>
<th>W</th>
<th>Text 1 = presentation 1</th>
<th>Text 2 = presentation 2</th>
<th>Other texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro; General discussion; Winks, p. 1-6</td>
<td>No presentation – signing up for presentations</td>
<td></td>
</tr>
</tbody>
</table>
| 2 | Bailkey #1 Gilgamesh  
*No oral presentation* | Bailkey #2 The flood  
*No oral presentation* | n.a. |
| 3 | Bailkey #4 Hammurabi’s code  
Name: | Bailkey #4 Hammurabi’s code  
Name: | n.a. |
| 4 | Bailkey #6 Egyptian Work songs  
Name: | Bailkey #11 Amarna letters  
Name: | Bailkey #9 (Aton) + #12 (Egyptian-Hittite treaty) |

### The Greek World

| 5 | Bailkey #16 Homer  
Name (1): | Bailkey #16 Homer or #10B  
Name (2): | Bailkey #10B Hebrews |
|---|----------------|--------------------------|------------------|
| 6 | Bailkey #21 Plutarch on Sparta  
Name: | Bailkey #22 Plutarch on Solon  
Name: | Bailkey #23 (Plutarch on Pisistratus and tyranny) |
| 7 | Bailkey #24 Herodotus  
Name: | Bailkey #25 Thucydides  
Name: | Bailkey #26 Old Oligarch  
Name: |
| 8 | Bailkey #29 Euripides’ Medea  
Name: | Bailkey #29 Euripides’ Medea  
Name: | n.a. |

#### MIDTERM EXAM

| 9 | Bailkey #34 (Choose Demosthenes or Isocrates)  
Name: | Alexander the Great: (Choose Plutarch (pdf) or Arrian (Bailkey #35)  
Name: | Comparison on each set of texts to be built on the oral presentations. |
|---|-----------------|-----------------|------------------------|
| 10 | On Socrates: Bailkey # 30A  
Name: | Plato: Bailkey #31A  
Name: | Aristotle: Bailkey #33 E-G  
Name: |

### The Roman world and a comparison with Han China

| 11 | Bailkey #48A or B, Livy, *Ab urbe condita*  
Name: | Bailkey #50 Polybius *On the mixed constitution*  
Name: | n.a. |
|---|-----------------|-----------------|--------|
| 12 | Bailkey #63 Augustus’ *Res Gestae*  
Name: | Bailkey #62 (Cicero) or #64B (Tacitus)  
Name: | n.a. |
| 13 | Overfield, on Chinese women  
Name: | Weisner, pick 1 or 2 texts on China from Thursday 11/10  
Name: | Review for PAPER 3  
Overfield on Confucianism |
| 14 | | | No discussion section - Thanksgiving |
| 15 | Bailkey #85 (Augustine)  
Name: | Bailkey #85 (Augustine)  
Name: | Review for final |