Sp17 - WORLD CHANGERS (63380)

UGS 303

(63380, 63385, 63390)

World Changers

Spring 2017

Global Flag

MW 1-2 PAR 1 (all)

F 1-2 MAI 220B (63380)

F 1-2 MAI 220C (63385)

F 2-3 MAI 220C (63390)

Instructor: Karl Galinsky (Classics)

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Office hrs. MWF 2-3 in WAG 215

Course Objectives:
The course is an exploration of some major aspects of the ancient world and its connection with today through the focus on four major figures who had a transformative impact: Alexander the Great, Cleopatra VII of Egypt, Julius Caesar, and Augustus. Multi-faceted and often controversial as they are, they call for ongoing critical assessment, inquiry, and analysis. Therefore the short, accessibly written books (not dense textbooks) on them that we'll be using are not bland syntheses and we'll enlarge that aspect by additional readings in the conflicting literary and historical sources. Would they be effective rulers today? How does their global range and vision, including the coexistence of many cultures, religions, and nationalities, relate to such issues in the modern world? This wide range of topics will be reflected in our discussions, debates, and individual and group presentations.

Course Description:

See below for course/outline/agenda (aka syllabus). There will be modifications once we get underway and the interests of the class become clearer; this is a collaborative project. The dates for the exams will remain unchanged.

Required Texts:


Stacy Schiff, Cleopatra. A Life (New York 2010).

Philip Freeman, Julius Caesar (New York 2008).

K. Galinsky, Augustus. Introduction to the Life of an Emperor (Cambridge 2012).

Grading Policy:

4 one-hour essay tests after each segment of the course, 15 points each: 60 points. No cumulative final.

1,500 word paper (incl. information literacy) based on individual or group report: 10 points

Participation in discussion, incl. oral presentations and short papers/outlines for class discussion and presentations: 20 points. Also included in this category are the oral presentations and occasional short quizzes esp. on the readings.
University Gem: 2 pp. discussion/diary of UT ancient collection and its digitization or of early editions of Greek and Roman authors in the Ransom Center - 5 points

University Lecture Series: 2 pp. analysis of strong and weak points - 5 points.

Plus/minus grading: see http://www.utexas.edu/provost/planning/plus-minus. Here is how it works in this class: 90-92 = A-; 93-100 = A; 80-82 = B-; 83-86 = B; 87-89 = B+.
Same structure for C and D.

Policy on attendance:
This is a collaborative class with great emphasis on participation. So you will have two unexcused absences for the discussion sections on Friday; more than two will affect your grade.

Policy on make-up exams:
For attested medical or other documented reasons only.

SIGNATURE COURSE MISSION & COURSE ESSENTIALS

The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is interdisciplinary, collaborative, experiential and contemporary.

This course will address the Signature Course essentials in the following ways:

1) Information Literacy: do research, consult with a librarian in the Commons in PCL; go beyond quick Internet fixes. Evaluate critically, don’t just parrot someone’s line. Good start: http://www.lib.utexas.edu/signaturecourses/

2) University Gem: we’ll schedule a visit (for two sections) to the digitization project of the University collection of Greco-Roman coins; the other section will look at some early editions of Greco-Roman authors, and, possibly, papyri, in the Ransom Center.

3) Writing. This class does not have a Writing Flag, but writing exercises and feedback will be ongoing. Examples: for a discussion topic like “What historical figure do you
admire most” prepare a short 1-2 pp. outline (300-350 words) with connected talking points.

4) Oral Communication. At least one presentation, individual or as part of a group, usually on Fridays. Feedback from your peers and me. And again: participate, participate, participate in our discussions. Required consultation with staff in Learning Commons in PCL.

5) University Lecture Series – tba. For alternatives, see announcements.

6) HOW TO STUDY FOR THIS CLASS:

(1) Take good notes. That does not mean a verbatim transcript. The PPT for each lecture will be posted on Canvas by the time of class; use it as a starting point for your notes. In the lectures, I rephrase major points more than once, so you have adequate time to write them down. Also, I stop at various points during the lecture to take questions, so feel free to ask and discuss. As for general study techniques, taking notes, summarizing readings, etc. the Sanger Learning Center in Jester is an excellent resource. Highly recommended, as is the Learning Commons in PCL. In addition, I'm available in person during office hours, and by e-mail. So is Nat. We will not, however, offer a correspondence course. If you have detailed questions, see us during office hours. (2) Do the readings BEFORE the week in which they will be discussed and bring the texts to class. Print out the pdfs. Mark up and highlight major points, facts, and examples in your readings. (3) Budget at least 45 mins. a week to go over your lecture notes and your annotated/highlighted readings. Summarize them, synthesize them, and organize them. Memorize the major names, dates, facts, and connections. This will make your reviewing for the exams a lot easier as you can't intelligently digest a month's material a day or so before the exam. Of course we'll also use Fridays for taking up any points from the readings and lectures. (4) Form a study group. You still have to do most of the work on your own, but it helps to have the input from more than one person especially in reviewing before a test. (5) Take the first exam seriously. Do not try to see whether I mean business. I do. (6) When you see me or Nat with any concerns about your performance, be sure to bring in your lecture notes, your highlighted/annotated texts, and your summaries (along with your tests). That will enable us to give you concrete and specific advice.

COURSE OUTLINE

(subject to modification except for dates for exams)

Part I: Alexander the Great
Jan. 18: Course overview; how did Alexander change the world?

Jan. 20: Discussion. Topics: The historical figure you admire most; do events or individuals shape history?

Reading: Martin and Blackwell 1-17

Jan. 23: Alexander: parents and cultural environment

Jan. 25: What if the Persians had won? Persian civilization

Jan. 27: Discussion. Topics: psychohistory; Greek values; projecting other peoples as The Other.


Jan. 30: Conquest and adaptation

Feb. 1: Alexander’s personality

Feb. 3: Discussion: Alexander - did he change? Was he more than a conqueror? Did he have a vision?

Reading: M&B 93-148; Selection of source material from W. Heckel and J.C. Yardley, Alexander the Great (2008) [pdf via Canvas].

Feb. 6: Alexander - positives and negatives

Feb. 8: What to do with a global empire?

Feb. 10: Discussion: Critique of Alexander movie - what would you do differently?

Reading: M&B 149-183; “Alexander the Great: The Price of Arrogance,” from Steve Forbes and A. Prevas, Power, Ambition, Glory: the stunning parallels between great

Feb. 13: QUIZ #1; advice to Alexander (from small groups)

Feb. 15: EXAM #1

Feb. 17: Final discussion of Alexander the Great: what if he had lived longer? Or not lived at all?

Part II: Cleopatra VII - Myth and Reality

Feb. 20: After Alexander - the Hellenistic world: history, philosophies, religion, science

Feb. 22: Cleopatra’s career and image

Feb. 24: Discussion: other strong women in history up to the present; prejudices?

Reading: Schiff 1-87; “Cleopatra Superstar,” from D. Kleiner, Cleopatra and Rome (2005) 16-28 [pdf via Canvas]

Feb. 27: Sex Symbol or Power Player

March 1: Cleopatra - suppl. info to Schiff (City planning, Egyptian cults, time lines, etc.)

March 3: Discussion: Choice of two topics; see Files

Reading: Schiff 81-124, 167-236; Selections from “The Death of Cleopatra,” in P. Jones, Cleopatra, A Sourcebook (2006), about 10 pp. [pdf via Canvas]

March 6: Cleopatra and Rome

March 8: Ancient Alexandria as a research hub (medicine, geography, math, etc.)
March 10: discussion tba.

Reading: Schiff 279-324; Galinsky, Augustus 52-5

Over spring break: Watch Cleopatra (1963) [w/ Elizabeth Taylor and Richard Burton; dir. Joseph Mankiewicz]. Available for rent on Amazon video. It’s some 4 hours long so plan your time. Make notes.

March 20: QUIZ #2; Review

March 22: Exam #2

March 24: Discussion/papers: Critique of Cleopatra movie; advice for the next version (w/ A. Jolie still projected in the title role).

Part III: Julius Caesar (“Why, man, he doth bestride the narrow world/like a Colossus”; Shakespeare, JC, Act 1, Scene 2)

March 27: JC - political and historical context

March 29: Personality and rise to power

March 31: tba – visit to University gem(s)

Reading: Selections from Suetonius, Life of Caesar [pdf via Canvas]; Freeman, 7-111.

April 3: Caesar in Power

April 5: Et tu, Brute: the assassination

April 7: Discussion/debate: Would you have been one of the conspirators/assassins/liberators? Why or why not?

Reading: Freeman 118-42; 228-84, 328-59; Shakespeare, Julius Caesar (from Internet: http://shakespeare.mit.edu/julius_caesar/full.html )

April 10: QUIZ #3; Rome at the time of Caesar - architecture and buildings
April 12: Exam #3

April 14: Discussion topic: Caesar in the U.S.A. - hero and villain (from the founders to Obama); presentations. Deadline for UGS Lecture reports.

Reading: Small samples from M. Wyke, Caesar in the U.S.A (2012) and Forbes and Prevas, Power, Ambition, Glory (see Feb. 10) [pdf via Canvas pdf]

Part IV: Caesar Augustus

April 17: The 18-year old who was going to change the world. Draft of 1,500 word paper due.

April 19: Augustus in power

April 21: Discussion: leadership styles - transactional, transforming, EQ, contextual IQ, etc.

Reading: Galinsky 1-90; Excerpts from J. M. Burns, Leadership (1978) and J. Nye, Jr., Presidential Leadership and the Creation of the American Era (2013) [pdf via Canvas]

April 24: Qualities of Augustus' leadership. Paper drafts will be returned.

April 26: How buildings shape identities: Augustan Rome and the provinces

April 28: Discussion: Why Augustus is less engaging or relatable than the other three - or is he? No paper due.

Reading: Galinsky 110-186; Forbes and Prevas 252-279 (“Augustus: Stability and Moderation”) [pdf via Canvas]

May 1: Augustus: review. Course evaluation (bring #2 pencil).

May 3: Exam #4

May 6: If we had to do it over again (I'm scheduled to so in 2018): what could be done differently, how can the course be improved, etc.
May 8: Revised 1,500 word paper due. Include word count and name of librarian you consulted with.

UNIVERSITY POLICIES

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Students with Disabilities: You will need to provide documentation to the Dean of Student’s Office so the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities (SSB 4.104, 471-6259). Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at http://deanofstudents.utexas.edu/sjs/.

Use of E-mail for Official Correspondence to Students: All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University--related communications, recognizing that certain communications may be time--critical. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

University of Texas Core Values and Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. As
a student of the University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.

BEHAVIORAL CONCERNS:

If you are worried about the way someone is acting, you may use the Behavior Concerns Advice Line (BCAL) to discuss your concerns by phone. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Preparedness:

We'll go over this on the first day of classes; there will be two relevant pdfs in the Canvas Files for the course that you need to look at. Here is the beginning of the memo from the Campus Safety Officer:

Emergency Preparedness and Emergency Plan Instructions

Every member of the university community must take appropriate and deliberate action when an emergency strikes a building, a portion of the campus, or entire campus community. Emergency preparedness means we are all ready to act for our own safety and the safety of others during a crisis. It takes an effort by all of us to create and sustain an effective emergency preparedness system. Your support is important to achieving the best possible outcomes during a crisis event. As University faculty and teaching staff, you are responsible for pointing out your classrooms' building emergency evacuation routes and for reviewing emergency procedures with students at the beginning of each semester.