

**The Ancient Mediterranean World**  
**AHC 319/CC 319D/HIS 319D**

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“The Ancient Mediterranean World” (AMW) is an introductory survey of the peoples of the ancient Mediterranean (the Near East, Greece, and Italy) from ca. 3000 BCE to ca. 50 CE, focusing on the history, cultural identity, ideas, and institutions of the diverse civilizations of these regions. The ancient Mediterranean is an especially fascinating region to study because of the diversity of the civilizations that emerged and developed in a relatively small geographical area. Each had its distinctive character, but vigorous cultural exchange in the region and beyond led to the assimilation, adaptation, or rejection (or a combination) by one culture of the ideas and practices of others. Thus, as we study a particular civilization, a major theme will be cultural interaction and its consequences and implications for understanding the historical development of the various cultures living in this region. Other themes include: the systems of government and political authority, social structures (class, gender, generational), religion, war and violence, and the ancient economy. The evidence of the ancient historian is wide-ranging and includes literary texts, documents written on papyri and inscribed on stone, artifacts (including e.g., coins, vase painting, sculpture, burials, personal adornment, and houses), and more. The lectures, discussion sections, and written assignments will introduce you to many of these sources and to the analytical methods of the ancient historian, and give you experience in interpreting these primary sources and constructing historical arguments based upon reason and evidence.

## **I. Flags**

This course carries two flags.

### Global Cultures Flag

Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. Your grade is based on assignments covering the practices, beliefs, and histories of the ancient civilizations of the Mediterranean basin.

### Writing Flag

Writing projects, including 5 Source Analysis Papers and the comprehensive essay on the Final Exam, comprise 35% of your course grade. You will have the opportunity to

rewrite your first two Source Analysis Papers and to prepare in advance, individually or in groups, for the comprehensive essay on the Final Exam. The purpose of the Source Analysis Papers is to develop your ability to read critically, write clearly, and analyze cogently both ancient sources and modern discussions of them. The comprehensive essay for the Final Exam will encourage you to think thematically across the entire semester while integrating all of the components of the course (lectures, ancient texts and textbook readings, archaeological evidence, discussion in sections, images, podcasts, and maps).

## II. Required Texts

- D. Brendan Nagle, *The Ancient World. A Social and Cultural History* (8<sup>th</sup> ed.).
- John Haywood, *The Penguin Historical Atlas of Ancient Civilizations* (Penguin).

Depending on the week, there will be additional readings, powerpoints, and podcasts on Canvas for the Discussion Sections and occasionally for Lectures.

For the mechanics of writing (grammar and syntax), we will be using the online resource Grammarly Handbook (<http://www.grammarly.com/handbook/>). We encourage you to bookmark this site and use it. The company offers a free online grammar checker that you may find useful, especially for your essays.

## III. Syllabus and Assignments

We will follow the Syllabus (pp. 7-9) closely, but there may be some substitution of topics as time and your interests warrant. Assignments and Study Guides for the lectures and discussion sections will be posted to Canvas at least one week in advance.

## IV. Lectures

There will be two weekly lectures (MW 9:00-10:00, Waggener Hall 201). These will combine historical outline, discussion of major themes, and exploration of problems in the interpretation of historical evidence. In order to get the most out of the lectures, you should complete the reading assignment in advance of the lecture. The lectures will amplify the reading materials by placing them in a broader narrative.

The Study Guides posted for each week are intended to help you direct your reading and listening to lectures, and to help direct studying for the midterms.

## V. Discussion Sections

These weekly sections are required. You are allowed *two unexcused absences* from discussion section to maintain an “A”. After that, *unexcused absences* will take you out of “A” range. Repeated tardiness or early departures will contribute to the absence count. For absences due to illness or accident, notify us of your situation as soon as possible and *document it immediately* upon your return. You may in the event of an excused absence attend a different discussion section, but *only with advance permission*.

<b>Section time:</b>	<b>TH 9-10</b>	<b>TH 1-2</b>	<b>F 9-10</b>	<b>F 11-12</b>
<b>Section place:</b>	<b>BEN 1.106</b>	<b>CAL 221</b>	<b>GAR 1.134</b>	<b>MEZ 1.212</b>
<b>AHC 319</b>	<b>32940</b>	<b>32955</b>	<b>32945</b>	<b>32950</b>
<b>CC 319D</b>	<b>33140</b>	<b>33155</b>	<b>33145</b>	<b>33150</b>
<b>HIS 319D</b>	<b>39425</b>	<b>39440</b>	<b>39430</b>	<b>39435</b>

The assignments for discussion section will include a set of questions concerning the readings. You should come prepared to discuss these questions. Active and informed participation in discussion section, along with your essays, constitutes 40% of your final grade.

The main purpose of the discussion sections is to learn how to analyze ancient sources and how to evaluate the interpretations of others. Please bring the assigned readings/images with you to section, either printed out or available on your laptop. Not bringing materials to class will adversely affect your participation grade.

(Please do not bring assignments on your phone as they do not afford for easy navigation either of images or long texts).

You are required to write five Source Analysis Papers designed to develop your ability to read critically and analyze both ancient sources and modern discussions of them. We will discuss the requirements and format of these papers at your first discussion section meeting.

## VI. Canvas

We will make extensive use of Canvas. In addition to the Syllabus, you will find the following course materials on Canvas:

- lecture materials
  - assignments and study guides for the lectures
  - supplementary readings, powerpoints, podcasts for lectures
  - powerpoints from lectures
- discussion section materials
  - assignments and study guides for the discussion sections

- material (readings, powerpoints, podcasts) for discussion section
- prompts for Source Analysis Papers
- rubrics for Source Analysis Papers
- midterms and final examination
  - study guides for the midterms and final examination
  - keys for midterms
- assignments for 5 Map Quizzes

It is your responsibility to maintain a functioning email account linked to Canvas.

Read UT policy at: <http://www.utexas.edu/its/policies/emailnotify.php>

## VII. Exams and Grading

A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 59 and below.

Your final grade will be based on the following components:

Quizzes	5%
5 Map Quizzes (DS Modules 3, 5, 8, 10, 14)	
Midterm #1 (Wednesday, October 4)	10%
Midterm #2 (Wednesday, November 8)	15%
Final Examination (Saturday, December 20, 9-12 PM)	30%
"Midterm #3"	(15%)
Comprehensive Essay	(15%)
Discussion Section	40%
Participation (includes attendance)	(20%)
5 Source Analysis Papers	(20%)

There will be no curve. If 50% of you score over 93, 50% of you will get an A. If nobody does, nobody will. Consistent improvement during the semester will improve your final course grade.

If you disagree with a grade on a midterm, you must: (1) wait at least one day before seeing your instructor, (2) read through any comments on the midterm, (3) read through the midterm key.

### Email and Office Hours

The best way to contact your instructor or teaching assistant is via email. We will do our best to respond to your emails within a 24-hour period of time. We typically will not return email after 5:00pm on weekdays or during the weekends, unless the matter is urgent.

You are also welcome and encouraged to come to office hours if you are having any problems grasping the course material. If you are unable to make it to office hours, please let us know and we will schedule another time to meet. Always come to office hours prepared with an agenda for the discussion, if possible, written. When coming to discuss an exam or essay grade, please have the graded assignment on hand.

It is always best to seek out help AS SOON AS you are beginning to have difficulties with the material. If you have a history of struggling to keep up with your coursework and are hoping to get on track this semester, please let us know how to best help you.

### Class Etiquette

Please, arrive on time and remain for the duration of the class. Late arrivals and early departures are disruptive and rude to the lecturer and your classmates. Leaving and returning during the middle of class is equally disruptive. Please attend to your personal needs prior to the beginning of class.

Please refrain from using electronic devices in the classroom. This pertains particularly to cell phones, which should be TURNED OFF AND PUT AWAY at the beginning of the class, but also includes tablets and laptop computers, which are often more distracting (to you, me and your fellow students) than they are useful. If you feel that you must use a laptop in class, it must be used strictly for taking class notes. If you use your laptop for any other purpose (e.g. checking email, Facebook, Twitter, etc.) during class time, you may be asked to refrain from using it.

## VIII. University Policies

### Scholastic Dishonesty

Scholastic dishonesty on any graded assignment will result in an “F” in the course. Scholastic dishonesty includes any kind of cheating or collaboration on tests, or submitting work that is not either your own or accurately attributed to its source. This includes material copied from the Internet. For more information, contact Student Judicial Services at 471-2841, or go to: <http://deanofstudents.utexas.edu/sjs/scholdis.php>

### Academic Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Students must present a UT “accommodation letter” authorizing specific accommodations. For more information, contact the Office of the Dean of Students at 471-6259 or 471-4641, or view the information online at: <http://www.utexas.edu/diversity/ddce/ssd/>

### UT 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.

#### Religious holidays

If you need to miss a discussion section, midterm, final exam, or other required class activity for the observance of a religious holiday, you must notify me at least 14 days in advance so we can make alternative arrangements for your absence. The University's Religious Days Policy is online:

[http://www.utexas.edu/provost/policies/religious\\_holidays/](http://www.utexas.edu/provost/policies/religious_holidays/)

#### Late Work and Make-Up Tests

Make-up exams will be arranged only in the event of documented illness or other emergencies, and you must let me know as far in advance of the exam as possible. In all cases proper documentation must be provided.

## Syllabus (Schedule and Topics)

Please note: Assignments and Study Guides are available on Canvas.

### MODULE 1

8/30 Introduction to AMW  
Section 1 Introduction to Sources for Ancient History: The Tomb of Darius I,  
King of Persia

### UNIT I (MODULES 2-3)

#### Module 2

9/4 No Class (Labor Day)  
9/6 the Rise of Mesopotamian Urbanism  
Section 2 Myth and History: Gilgamesh, Noah and the Flood  
Source Analysis Paper #1 **All students**

#### Module 3

9/11 Sumer & Babylon I  
9/13 Sumer & Babylon II  
Section 3 The Laws of Hammurabi  
Map Quiz #1

### UNIT II (MODULES 4-6)

#### Module 4

9/18 Egypt: Old and Middle Kingdoms I  
9/20 Egypt: Old and Middle Kingdoms II  
Section 4 Who Built the Pyramids? (Spoiler Alert: not aliens!)  
Source Analysis Paper #2 **Students A-L**

#### Module 5

9/25 New Kingdom Egypt I  
9/27 New Kingdom Egypt II  
Section 5 the Amarna Letters: Women and International Relations  
Map Quiz #2  
Source Analysis Paper #2 **Students M-Z**

#### Module 6

10/2 Other Near Eastern Empires, the Hittites  
10/4 **Midterm #1**  
Section 6 Minoan Bull Leaping

### UNIT III (MODULES 7-9)

#### Module 7

10/9 The Aegean: Minoans  
10/11 The Aegean: the Mycenaeans  
Section 7 Archaeology of Religion: Mycenaean Tablets  
Source Analysis Paper #3 **Students A-L**

#### Module 8

10/16 Reconfigurations (ca. 1200-750 BCE)  
10/18 Israel and Persia  
Section 8 Judea: the Book of Ruth  
Map Quiz #3  
Source Analysis Paper #3 **Students M-Z**

#### Module 9

10/23 Archaic Greece (ca. 750-490 BCE)  
10/25 Athens and Sparta  
Section 9 Herodotus and Thucydides on the Causes of War

### UNIT IV (MODULES 10-12)

#### Module 10

10/30 From Allies to Enemies  
11/1 Classical Athens  
Section 10 Alexander the Great: the Man, the Myth, the Legend  
Map Quiz #4  
Source Analysis Paper #4 **Students A-L**

#### Module 11

11/6 The Rise of Macedon and Alexander the Great  
11/8 **Midterm #2**  
Section 11 Documentary Papyri and Hellenistic Society: The Archive of Dryton



## Module 12

11/13 The Hellenistic Kingdoms  
11/15 Etruscans, Latins and Early Rome  
Section 12 Etruscans  
Source Analysis Paper #4 **Students M-Z**

**UNIT V (MODULES 13-15)**

## Module 13

11/20 Early Rome  
11/22 No Class, Thanksgiving  
No Sections Thanksgiving

## Module 14

11/27 Roman Republic I: Building an Empire  
11/29 Roman Republic II: State and Society  
Section 13 Bacchanalia (cf. "the Bacchus Maneuver")  
Map Quiz #5  
Source Analysis Paper #5 **Students A-L**

## Module 15

12/4 Fall of the Republic  
12/6 The Age of Augustus: the Roman Empire  
Section 14 the Role of Women in Roman Society  
Source Analysis Paper # 5 **Students M-Z**

## Module 16

12/11 The Longue Durée: Course Summary

**Final Examination: Saturday, December 20, 9am-12pm**