

History 101

Western Civilization

Course Description

The Mediterranean Sea and its shores were home to some of the most famous ancient states, including the Babylonians, the Assyrians, the Egyptians, the Judaeans, the Persians, the Greeks, the Romans, the Byzantines, and the Arabs. Though often studied in isolation, these groups interacted with each other and informed the development of critical religious, military, economic, and social phenomena that continue to shape the modern world. Our goal in this class is to examine the Mediterranean world over the centuries and gain a more thorough appreciation for its diversity and complexity.

This course will examine the development of cultures in the area of the Mediterranean Sea and focus on instances of contact, exchange, conflict, and integration that these groups experienced between the Paleolithic period and the 8th century CE. We will focus on religious and political development writ large. As part of the course, we will also consider how historical knowledge is made and produced in antiquity.

Course Learning Objectives

Over the course of the semester, students will **1)** develop familiarity with the major historical groups and events in the ancient Mediterranean, **2)** engage with and evaluate ancient texts and objects and evaluate how modern scholars create knowledge from this evidence, **3)** gain an appreciation for the roles that the religion, migration, and power structures shaped the Mediterranean basin, **4)** explore how ancient Mediterranean cultures are understood and used in modern discussions, and **5)** develop skills in written analysis and critique.

SYLLABUS GUIDE

2

CAMPUS RESOURCES AND ACADEMIC HONESTY

3-4

ASSESSMENTS AND EXPECTATIONS

5-7

READING AND ASSESSMENT SCHEDULE

8-9

ASSIGNMENT ADDENDUM: PRIMARY SOURCE REVIEWS

10

STRATEGIES FOR SUCCESS

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Class Meetings: 10-10:55 AM, MWF
 Classroom: I80 PLC
 Office Hours: Tues. and Thurs. 1-2:30 PM

Campus Resources for Illnesses, Accessibility, and Mental Health

I intend for this class to be an accessible and inclusive learning environment. If you anticipate any problems with the format or requirements of this course due to an illness, disability, or other extenuating circumstance, please let me know as soon as possible. I am happy to meet with you and find a way for you to participate successfully in this course.

-If you need help accessing accommodations on campus, contact UO's Accessible Education Center. They are located in 164 Oregon Hall and can be reached at 541-346-1155 or through their website at <https://aec.uoregon.edu/>

-If you are struggling with mental health issues or substance abuse problems, counseling and support is available to all UO students in the Counseling Center: <https://counseling.uoregon.edu/>

-If you need access to health care services and/or help understanding your medical insurance options, visit the Student Health Center on 13th Ave or check out their website at <https://health.uoregon.edu/>

If you need help but are unsure where to go or who to ask, please come see me in office hours and I will do my best to connect you with campus or community resources.

Academic Misconduct

My policy is to assume that all of my students are acting honestly and ethically until proven otherwise. When presented with evidence to the contrary, however, I will refer cases to the Dean of Students and/or the Office of Student Conduct and Community Standards as appropriate.

From the Dean of Students: "The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism."

Help & Resources

If you are confused or have questions:

1. Ask in class

You will have the opportunity at the beginning of every class to ask questions without penalty or prejudice. I will answer these immediately or get back to you ASAP.

2. Speak to me after class

Usually, it takes me 5-10 minutes to pack up and leave the classroom. Feel free to come speak to me more privately after class or walk with me to my next class/appointment to discuss your question.

3. Make an appointment

Feel free to send me an email with your questions; I do my best to respond within a few hours. You are also welcome to come to my office hours or schedule an appointment. I check my email regularly between the hours of 9 AM - 6PM.

4. Use online resources

Google, when used appropriately, often turns up the requisite Oregon webpages!

ASSESSMENTS AND EXPECTATIONS

Attendance and Engagement

(20%) - You will be graded on attendance and participation and are required to attend all lectures and discussion section meetings. You are also required bring a set of **blank index cards** with you to each lecture and section. It is not enough to simply arrive and sit quietly. You must participate in class activities and discussions. If you are unable to attend, you must obtain your GE's permission to attend another section. Otherwise, absences cannot be made up. Attendance may be taken through the use of **pop quizzes** administered in section with no advance notice.

Primary Source Reviews (30%) -

Reading ancient sources can seem boring if not done critically. **Three times** during the quarter you will be asked to write a short (**ca. 800 words**) review of one course reading. Like a movie or book review, your review should 1) place the text in its historical context (when was it written? What events or trends was the author responding to? Who is the author, and how might their biography or methods have shaped the piece?) and 2) evaluate it according to both ancient and modern historical expectations (Is this passage "truthful"? Can you spot any particular biases? How is the author obtaining their information? Does their method meet ancient standards, or modern ones?). Though you may not be able to answer all of these questions in 700 words, you should aim to address most of them. Your reviews will be graded on clarity of thought, depth of analysis, cohesion, and spelling, grammar and mechanics. Due dates for these reviews are indicated on the Reading and Assessment Schedule.

Midterm Exam (20%)

The midterm exam is a take-home exam that covers all material covered in discussion sections, lectures, and course readings. You will have a weekend to complete the exam. The exam will be administered on Canvas and will be timed. Each student will have 2 hours to complete the test. You may consult readings and notes. The exam will consist of short answer and essay questions, and proper citations are required to receive full marks. **No group work or collaboration of any kind is permitted.**

Final Exam (30%)

The final exam will take place during the scheduled final exam time and will contain term IDs, image IDs, essays, and short answer questions. As you read for the course, make sure you're keeping track of the most important monuments, sites, themes, problems, and ideas that we discuss.

Late Work Policy

All assignments must be turned into your section leader by the beginning of the class period on the due date. After class begins, your work is considered late. Unexcused work can be submitted up to 24 hours after the original deadline at a 7% grade penalty (i.e., an A+ paper turned in late will become a A- paper if turned in at the end of class). Excused late work is limited to personal illness that requires a doctor's visit, an unexpected family emergency, and religious holidays. If you need to turn in work late due to a university extracurricular activity (i.e. athletic event, participation in a conference), please make prior arrangements with your section leader and provide appropriate documentation.

Exam Policy

All students, regardless of grade, are required to take the final exam at the scheduled time. No makeup exams will be permitted except by special request of your dean. During exams, all electronics must be stowed in your bag, which will sit at the front of the room with the professor. **You will not be permitted to use the restroom during the exam, so please plan accordingly.** This is to ensure there is no question of academic honesty.

Recording Policy

Recording of class sessions *without the express written permission of the instructor or section leader* is not only prohibited, it is illegal. Students caught recording without permission will be removed from the classroom; further action may be taken as deemed necessary by the professor. If you would like to record lectures or need to do so for medical reasons, you must get permission in writing. (Emailed requests are fine).

ASSESSMENTS AND EXPECTATIONS

Classroom Policies

Please arrive on time to class. Late arrivals are disruptive and disrespectful. Students who arrive more than 7 minutes late to class may be turned away at the door.

Students come to class with many different points of view, life experiences, and backgrounds. I intend my classes to be safe spaces for discussing difficult and intellectually challenging issues. This requires you to treat your classmates, your section leaders and me with respect: allowing others to speak, debating respectfully, avoiding raised voices, refraining from the use of inappropriate names or terminology in class, and **not posting about other students on social media.**

Everyone has the right to express their thoughts, challenge their own opinions, and change their mind as we progress through the semester: it is your responsibility to provide your classmates with the respect and freedom to experiment and learn. *Students who violate these guidelines will be given one warning and then either removed from the classroom or referred to university administration, as deemed appropriate by the professor.*

Electronics Policy

Research has shown that the majority of students learn better by writing out notes longhand. I strongly discourage electronics in my classroom unless the Accessible Education Center has suggested you use one to facilitate your participation in this course. During class, I ask that you place all electronic devices, including phones, laptops, and tablets, into your bag. If you plan to use a computer, please take a seat at the back of the room to minimize disruption, unless you need to be in the front due to eyesight or accessibility issues. You may find an internet blocking software like SelfControl helpful. If you prefer to do your readings on a computer, you may bring out your device during group discussion sessions.

During lectures, a GE will be seated at the back and monitoring your computer use. If inappropriate activity is observed, you may be asked to leave the classroom. Repeated offenses will be punished at the discretion of the professor.

Grade Policies

The grade scale in this course will follow the Department of History's guidelines: <https://history.uoregon.edu/undergraduate/grading-policy/>.

All issues with your grades must first be raised with your section leader. In general, please communicate any issues with your section leader as soon as possible. Emergencies happen. If you anticipate a problem with a course deadline, contact your section leader as soon as possible to make alternate arrangements. The earlier you communicate, the better your outcome will probably be. Not all requests can be honored.

No extra credit will be granted without extenuating circumstances.

Grade Scale

A+: 100-99%
 A: 98-93%
 A-: 92-90%
 B+: 89-87%
 B: 86-83%
 B-: 82-80%
 C+: 79-77%
 C: 76-73%
 C-: 72-70%
 D: 69-60%
 F: 59% and below

Reading and Assessment Schedule

Reading assignments are due and will be discussed on the day listed. Any readings not from the required textbooks will be available on Canvas.

Books Required

AMC = Mathisen, R. *Ancient Mediterranean Civilizations: From Prehistory to 640 CE*. Second Edition. Oxford: Oxford University Press, 2014. (The 1st edition does not contain Ch. 9 and other shorter sections we will discuss in class. If you buy that version, it is your responsibility to ensure you have all the information included in the 2nd edition.)

<p>Week 1— Welcome!</p>	<p><u>Sept 24:</u> Welcome! Syllabus Overview and Introduction to Mediterranean History <u>Sept 26:</u> What is the Mediterranean, and How Do We Write About It? Reading: AMC Chapter 1 (pp. 3-36) Section: No reading.</p>
<p>Weeks 1-3 Beginnings of the Mediterranean World</p>	<p><u>Sept 28:</u> Mesopotamian Cultures - Sumer Reading: AMC Chapter 2 (pp. 37-64) <u>Oct 1:</u> Old Babylonians and the Minoans Reading: AMC Chapter 2 (pp. 64-73), AMC Chapter 3 (107-13) <u>Oct 3:</u> The Mycenaeans Reading: AMC Chapter 4 (pp. 113-36) Section: Selections from the <i>Lament for Sumer</i>, the Code of Hammurabi, and the Amarna Letters (on Canvas) <u>Oct 5:</u> Egypt's Old Kingdom Reading: Silverman, <i>Ancient Egypt</i>, pp. 10-32 (on Canvas) <u>Oct 8:</u> Egypt's New Kingdom Reading: AMC Chapter 3 (pp. 74-107)</p>
<p>Week 3 - 4 Near Eastern Empires</p>	<p><u>Oct 10:</u> Assyria and Babylonia Reading: AMC Chapter 5 (pp. 136-51) Section: "Hatshepsut's Expedition to Punt," "The Peace Treaty Between Ramses II and Hattusilis III," Selections from Herodotus' <i>Histories</i> (on Canvas) ***Source Review 1 due in lecture*** <u>Oct 12:</u> The Persian Empire Reading: AMC Chapter 5 (pp. 151-64), <u>Oct 15:</u> The Peoples Beyond the Sea Reading: AMC Chapter 9 (pp. 107-36)</p>
<p>Weeks 4-6 Greeks, Greek Speakers, and the "Barbaroi"</p>	<p><u>Oct 17:</u> The Greek Iron Age Reading: AMC Chapter 6 (pp. 167-96) Section: Selections from Plutarch's <i>Life of Lycurgus</i> and <i>Life of Solon</i> (on Canvas)</p>

Weeks 4 - 6**Greeks, Greek Speakers,
and the “Barbaroi”**Oct 19: The Rise of Athens and Sparta - GE Lecture**Reading:** AMC Chapter 7 (pp. 196-210)Oct. 22: The Persian and Peloponnesian Wars**Reading:** AMC Chapter 7 (pp. 210-36), Selections from Thucydides’ *History of the Peloponnesian War* (on Canvas)Oct. 24: The Rise of Alexander the Great**Reading:** AMC Chapter 8 (pp. 237-63)**Section:** Selections from Arrian and Plutarch’s *Life of Alexander the Great* (on Canvas), Chughtai “Revisiting the Hellenistic Period” (on Canvas)***** Source Review 2 due in section*****Oct. 26: After Alexander: The Hellenistic World - GE Lecture**Reading:** AMC Chapter 8 (pp. 263-82)Oct. 29: The Mediterranean’s Fringes**Reading:** AMC Chapter 9 (pp. 282-303)**Weeks 7- 8****The Global Roman World**Oct. 31: The Carthaginians and the Etruscans**Reading:** AMC Chapter 9 (pp. 302-316)**Section:** Selections from Livy’s *History of Rome*, Polybius’ *World History*, and Aristotle’s *Politics* (on Canvas)Nov. 2: Rome and the Republic**Reading:** AMC Chapter 10 (325-60)*****Take-home midterm distributed*****Nov. 5: Creating the Roman Principate**Reading:** AMC Chapter 11 (pp. 361-91)*****Take-home midterm due at beginning of lecture*****Nov. 7: Augustus, the Julio-Claudians, and the Flavians**Reading:** AMC Chapter 12 (pp. 393-414)**Section:** Selection’s from Josephus’ *Jewish War*, Plutarch’s *Life of Crassus*, *Life of Caesar*, *Life of Antony* (on Canvas)Nov. 9: The Antonines**Reading:** AMC Chapter 12 (pp. 414-30)Nov. 12: The Severans and the Crisis of the Third Century**Reading:** AMC Chapter 13 (pp. 439-64)Nov. 14: Franks, Goths, and Ostragoths in the West - GE Lecture**Reading:** AMC Chapter 14 (pp. 465-97)**Section:** Selections from Ammianus Marcellinus, Ambrose of Milan, and Symmachus (on Canvas)

Weeks 9-10

**A Monotheistic
Mediterranean**

Nov. 16: The East after Constantine

Reading: AMC Chapter 15 (pp. 500-522)

Nov. 19: The Byzantine Empire

Reading: Gregory, “The Age of Justinian” (pp. 119-47, on Canvas)

Nov. 21: Parthians and Sassanians

Reading: Kaizer, “The Parthian and Early Sassanian Empires.” (on Canvas)

Section: Selections from Sura 30 of the Qu’ran, Ibn Ishaq’s *Hadith* of Mohammed and Al-Tabari’s *History of the Prophets and Kings* (on Canvas)

*****Source Review 3 due in section*****

Nov. 23: **NO CLASS, THANKSGIVING HOLIDAY**

Nov. 26: The Rise of Islam

Reading: AMC Chapter 15 (pp. 522-33), Lapidus, “Muhammad: Preaching, Community, and State Formation,” (pp. 33-45, on Canvas)

Nov. 28: The Abbasid and the Umayyid Empires

Reading: Lapidus, “The Abbasid Empire” (pp. 74-91), “Cosmopolitan Islam: the Islam of the Imperial Elite” (pp. 91-101, on Canvas)

Section: Lives of St. Stephen the Younger and Nikephoros of Constantinople (on Canvas); Bond, “Why we Need to Start Seeing the Classical World in Color” and “Erasing the Face of History” (on Canvas)

Nov. 30: The Dispute over Constantinople

Reading: Gregory, “The Isaurian Dynasty and Iconoclasm,” (pp. 183-201, on Canvas)



Assignment Goals

The goal of this assignment is to help students engage critically with ancient primary sources (or: sources written by ancient historians rather than modern scholars). These sources can be challenging to read for a variety of reasons: modern translations often render them into awkward English, ancient writers have different expectations and ideas about key concepts like truth, fiction, religion, and chronology, and most of all, they ask different questions than the ones that modern people would probably ask. By reviewing these sources, students will learn to evaluate at these texts in their historical contexts, to read critically and express their ideas clearly, and to analyze how they shape our understanding of the ancient Mediterranean world.

Step 1: Pick a Primary Source

In section, you will read and discuss primary sources each week. Using your notes from lecture and section, you should pick one primary source to focus on for their review. In some cases, after consultation with you section leader, you may choose to compare two ancient primary sources.

Step 2: Analyze the Source

After selecting their sources, students will perform a historical analysis on their source. It is always necessary to first consider the source's context. Think about how this text fits into bigger events and changes in the Mediterranean during the period it was produced. Why did the author bother to write it? Who did he think would read it? What events does it describe? Does he model his history on any other texts we've read or discussed?

Then, think about how the author interprets these events. Where did the author get his information? What did he choose to include,

and what did he omit? Does he seem to like or dislike particular characters in the story? How do you know he likes or dislikes anyone? Are there any aspects of the author's own biography and might have informed the way he wrote?

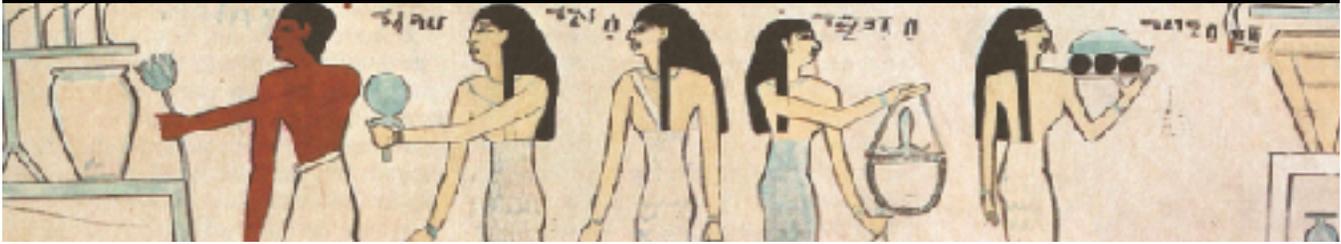
You may also find thematic questions useful. Historians often focus on particular aspects, like gender, economy, military, diplomacy, geography, etc. For example, if you wanted to write on gender, you might consider what your passage tells us about women's lives in the ancient Mediterranean, or what attitudes about women the author expresses.

Step 3: Write 800 Words Summarizing Your Analysis

After performing your analysis, describe your thoughts clearly and briefly in about 700 words. Part of the challenge of the assignment is to cover a topic well in few words, so this assignment requires careful thinking and editing. You should be within 650-750 words. Be sure to include a word count at the end of your assignment.

You should be sure to cover the basics of the source (who wrote it, when, and why it was composed) and focus your analysis on one or two main questions. This assignment requires close reading, so you should be quoting directly from your primary source and thinking carefully about how your author is describing events. The most successful papers will consider issues like organization, word choice, and context when analyzing their source.

As you prepare your assignment, you may find that you need help distilling your thoughts and organizing them. (This is, in fact, the hardest part of writing). While the professor and your section leaders are happy to help you in office hours, you may also find the Tutoring and Learning Center in Knight Library to be helpful. They hold drop-in tutoring hours most days of the week. Check out <https://tlc.uoregon.edu/subjects/writing/>



Reading

Do the reading! Do the reading! Do the reading! The easiest way to succeed is to keep up with the assigned readings for this course. Make sure you complete the assignment before you come to lecture or section. You will be able to follow our discussions better if you are already familiar with the material.

It is important that you practice active reading. Highlight or underline key points or events in your text. If there is a word you don't know (and there will be many!), look it up. You can use a reputable dictionary like merriam-webster.com or the university library website. If there is something you don't understand, ask your section leader or professor. The very best student I've ever had came into class every day and said "I didn't understand ANYTHING!" She always had a long list of questions, and frequently pointed to specific paragraphs she found difficult. It is our goal to make all of this understandable.

Take Good Notes

During lecture, it is important that you pay attention and take notes, preferably by hand. Each lecture will have a general theme that links all of the specific texts, sites, and people together. Try to identify the theme as you listen. Note the who, what, where, when, and "why this is important" of the people and places we discuss. At the end of class, try to summarize the lecture in two sentences. This will help you synthesize your knowledge.

During discussion, make sure to listen to your classmates carefully. What questions and topics pop up? What parts of the reading do they focus on? Jot down the key insights the section leader raises. These will help you generate ideas for your review papers.

Make a Plan

It can be easy to let deadlines sneak up on you, but timeliness is very important in the quarter system. If you plan ahead, you will have more time to work on your papers and study for your finals. More importantly, you will find the process less stressful.

Struggle

For many of you, this is your first term at the University of Oregon. You might find the reading hard and the assignments more challenging than the ones you aced in high school. This is normal! If you find yourself having a hard time with the material or are

unsure how to start working on an assignment, please come to see the professor or your section leader in office hours. We are always happy to see you.

Grading Standards

An "A" Paper Will: will show a strong understanding of ancient history and culture. These papers apply factual knowledge to form a compelling and convincing argument that is well reasoned, with a clear thesis. Students will rely on specific, concrete textual and archaeological evidence and cite sources clearly according to Chicago guidelines. These sources will be clearly analyzed and directed towards the main thesis. These essays will be original work that demonstrates critical thinking, strong writing and communication skills, and an excellent grasp of English mechanics and grammar. The paper will be turned in on time and be of an appropriate length.

A "B" Paper Will: show a general understanding of Greek history and culture. These papers apply factual knowledge into a reasoned argument, with a thesis that is not fully clear or one that relies more on general themes than specific evidence. Students will cite their sources clearly and according to Chicago guidelines. These sources will be partially analyzed and have some connection to the thesis. These essays will be original work that demonstrates critical thinking, good writing and communication skills, and a grasp of English mechanics and grammar. The paper will be turned in on time, but may diverge from the length restrictions in a small way.

A "C" Paper Will: show a basic understanding of ancient history and culture. These papers largely present factual knowledge within the context of a weak or unclear argument, with a thesis that disappears after the first paragraph. Students will cite their sources clearly and according to Chicago guidelines. These sources lack thorough analysis, and are not carefully connected to the paper's argument. These essays will be original work that demonstrates some critical thinking, below-average writing and communication skills, and a shaky grasp of English mechanics and grammar. The paper will be turned in on time, but may diverge from the length restrictions in a significant way.