History 101 – History of Western Civilization: The Ancient World – Fall Term, 2019

Linn-Benton Community College

Classes: T R, 10-11:20; NSH-110

Instructor – Dr. Joshua Hall

Contact – [hallj@linnbenton.edu](mailto:hallj@linnbenton.edu)

Office – SSH-206

Office Hours – T R, 9-10

**Hello!**

Welcome to History 101, Introduction to Western Civilization! We will look at the history of the Western World from the ancient Near East through the fall of Rome. While the title of this course includes the term “Western,” we will be covering peoples and cultures that are not necessarily associated with “the West” in a modern sense. A better way of looking at this course would be as the history of the Mediterranean world (that being the Near East, North Africa, and Europe) from the beginning of civilization through to the seventh century of our era. Understanding this period is very important, as the ideas and cultural practices still influence those of our time.

**Course Aims**

History 101 is designed to give you an overview of the ancient world. The primary aim is to help you to develop an understanding of how the cultures of the Near East, Greece, and Rome originated, developed, and ended. This will give you the foundational knowledge to proceed into the next course in the Western Civilization sequence, and to better understand the world as it is today. This class also helps you develop critical thinking and writing skills.

**Required Texts**

The following book is ***REQUIRED TO BE PURCHASED*** and should be brought with you to every class. The bookstore will have copies available for purchase. If you decide to buy one through Amazon or elsewhere online, please ensure that you are purchasing the ***THIRD EDITION***, copyright 2014. There are two older versions of this book that are quite different, so make sure that you do not acquire one of these, they will not be adequate for this course.

Charles Freeman, *Egypt, Greece, & Rome: Civilizations of the Ancient Mediterranean* ***THIRD EDITION*** (Oxford University Press, 2014).

**Assignments and Grading**

In this class, your comprehension and understanding of the material will be evaluated in a number of ways.

Attendance and Participation – regular attendance in this course will help you succeed. Roll will be taken every day that we have a class, letting me know if and when you are absent. Participation in this class will be evaluated primarily on your participation in weekly online discussions in Moodle. These can be accessed through this class’ Moodle site by clicking on the relevant week. We do not have a required discussion forum for the first week, but a forum has been generated which asks you to introduce yourself to the class (optional) as a way of familiarizing yourself with the platform. Things to note about participation:

1. Participation during in-class discussions and in the discussion forum on Moodle are required and contribute to your grade. Each week there will be a question posted in the forum to which you must reply.
2. Posts must be substantial, and a one-sentence reply similar to “I like your post” will not get you any credit.
3. You must respond to the question being asked as well as make at least two other posts. These can be in response to other students or to me.

Exams – you will take two exams for this class, a mid-term and a final. These will include a combination of multiple choice, fill in the blank, and essay questions. We will go over the format a week before the exam. A study guide will be given, and by reviewing your notes and your assigned readings you will ensure that you are prepared. There will be no surprises. You must bring a “Green Book” with you for each of these.

Quizzes – in addition to the major exams, you will take four quizzes over the term. These will cover the reading assigned since the last quiz, both Freeman and any supplemental reading we might have had.

Artifact Analysis – your first piece of written work in this class will be an artifact analysis. For this, you will need to choose a piece of art from the ancient Near East, Egypt, Minoans, or Mycenaeans and write a 500 word essay discussing it. This must:

1. Describe the object in physical terms and the circumstances of its discovery.
2. Describe the culture which produced it.
3. Describe its purpose (e.g. was it a decorative piece of pottery used for elite banquets, was it public art meant to convey the power of a ruler, etc…).
4. Discuss how it affects our knowledge of that civilization. Does this particular artifact (and/or others like it) help us to better understand them?

Paper – the single largest assignment in this class will be a term paper. These are the requirements:

1. It must be between 1,500 and 2,000 words.
2. You must cite at least three primary sources and two secondary sources, and these should be done in accordance with the Chicago Manual of Style.
3. You should format your paper on letter size paper, using 12 point Times New Roman font, and it should be double spaced.
4. You must choose a topic and commit to it by coming to see me during office hours by the end of the third week of class. A list of topics will be provided during the first week, from which you will select one.
5. The paper will be due in by the last day of class during the week before finals.

Grading – each task (as described above) contributes to your overall result in this course. The breakdown is as follows:

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| --- | --- | --- |
| Participation | 10% | 100 points |
| Mid-term Exam | 10% | 100 points |
| Final Exam | 20% | 200 points |
| Quizzes | 20% | 200 points |
| Artifact Analysis | 10% | 100 points |
| Paper | 30% | 300 points |
| Total | 100% | 1000 points |

Letter grades – your total score will determine your letter grade at the end of the term. I assign these as follows:  
  
A: 100-93; A-: 92-90

B+: 89-88; B: 87-83; B-: 82-80

C+: 79-78; C: 77-73; C-: 72-70

D+: 69-68; D: 67-63; D-: 62-60

F: 59 and below

***LATE WORK POLICY*** – I do not accept late work unless you arrange with me ahead of time or you encounter an unavoidable circumstance.

**Class Outline**

Below is the schedule of our class meetings. Next to each week you will find the required reading material. Readings from Freeman will be marked *Freeman*. You need to read the assigned pages/chapters before class on the day noted and be prepared to discuss the material both in class and in the discussion forums on Moodle. Supplemental readings will be provided in the class resources for this module, available from in Moodle or hyperlinked in the digital version of this syllabus (also found on Moodle). Supplemental passages are also required and are assigned to expand on what you will read in *Freeman*. While doing your reading, pay attention to the questions I have noted for each class, as we will be discussing them when we meet! So make sure that you’re prepared! Each week will consist of two (2) two-hour lecture classes, with class-wide discussions mixed in.

**October 1 –**Introduction to the class, discussion of “Western Civilization” and “history.”

**October 3 –** Freeman 1-36. How do we know about the ancient world? How did civilization first emerge in the Near East? Describe the cultures of Mesopotamia.

**October 8 –** Freeman 37-80. Describe the Nile Valley and the geography of Egypt. What led to the rise of Egypt? What were the benefits of its geography?

**October 10 –** Freeman 93-107. What were the major empires of the Near East between 1200 and 500 BCE? What are the differences between an empire and a city-state? How did the two co-exist?

**October 15 – *QUIZ*** Freeman 108-143; Supplemental reading – Cyprian Broodbank. Describe the networks of the eastern Mediterranean. Was human mobility important in the formation of the Aegean Bronze Age? What were the major civilizations of Greece during this period?

**October 17 –** Freeman 144-183; Supplemental reading – Sian Lewis. Describe the rise of Greece. What was a tyrant? What was a hoplite? Describe Greece’s social structure.

**October 22 –** Freeman 184-201 and 219-236. Supplemental reading - [Diodorus Siculus, 13.81-84](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Diodorus_Siculus/13D*.html#81). What was life like in Ancient Greece?

**October 23 –** *Freeman* 202-218 and 249-292; Supplemental reading – [Diodorus Siculus, 13.91-96](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Diodorus_Siculus/13E*.html#91). Did Ancient Greece exist in a violent world? What were the impacts of the Persian Wars?

**October 29 –*****QUIZ*** Freeman 296-312; Supplemental reading – Brian Caven. Describe the wars between the Greek poleis. Who was Dionysius of Syracuse?

**October 31 – *ARTIFACT ANALYSIS DUE*** Freeman 313-359. Who were the Macedonians? Describe Alexander’s conquests. What happened to his empire after his death? Who were the Parthians and the Celts?

**November 5 – *MID-TERM EXAM***

**November 7 –** Freeman 360-380; Supplemental reading – Kathryn Lomas. Who were the Etruscans? What was the environment in which Rome grew? Describe the foundation of the Roman Republic.

**November 12 –** Freeman 381-399; Supplemental reading – Peter Wiseman and Cornelius Nepos, [*The Life of Hannibal*](http://www.tertullian.org/fathers/nepos.htm#Hannibal). Describe the rise of Rome. What helped spur on Roman imperialism? Was there something unique about their army and their way of war?

**November 14 – *QUIZ*** Freeman 400-443. Why did the Roman Republic falter? Who were the major actors that precipitated the collapse of representative government?

**November 19 –** Freeman 449-492. Who was Augustus? Describe the foundation of the Roman Empire and what made it different from the Republic.

**November 21 –** Freeman 444-448; Supplemental reading – Madeleine M. Henry and Sharon L. James, Jenifer Neils, and T. Corey Brennan. What was the status of women in the Roman world? Was this different than in Ancient Greece?

**November 26 –** Freeman 496-541; Supplemental reading – David Mattingly. Describe the bureaucracy of the Roman Empire. Describe the economy of the Empire.

**December 3 – *QUIZ*** Freeman 553-578. Describe the rule of the emperors of the second through early fourth century Rome. What were the causes of the barbarian incursions? How did Rome try to defend itself?

**December 5 – *PAPERS DUE*** Freeman 579-628. Describe the rise of Christianity.

**Final Exam – *DECEMBER 10 9:30-11:20***

**Classroom Policies**

1. In-class conduct – whenever you are in my classroom, I expect you to be courteous and act in a professional manner to me and your fellow students.
   1. Talking when you are not participating in a group discussion is inappropriate. Do not distract yourself or others from my lectures. The information being delivered is essential to getting a good grade in my class.
   2. Using electronics for anything other than taking notes is forbidden. While I allow laptops and tablets in class, if I find out that you are using them for something besides notes, or if they become a distraction, I will ask you to put the item away and you will lose your privilege of bringing it into my class. Phones are not to be used during class unless it is an emergency.
   3. [Sexual harassment will not be tolerated](https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/student-right-to-know/title-ix-sexual-harassment-dating-violence-partner-violence-stalking.php). The College’s policy for preventing and responding to sex discrimination, including sexual misconduct, should be consulted if you are unsure of what constitutes sexual harassment or discrimination. If I observe inappropriate behavior in class, I will speak to the student involved as well as notify the appropriate people within the College’s administration.
   4. Harassment and abuse of any kind will not be tolerated. I have a “zero tolerance” policy regarding all forms of bullying and aggression. Things such as hate speech, racial slurs, threatening language, etc… will result in you being asked to leave my class and being reported to the relevant College authority.
2. Cheating and Plagiarism – cheating on a quiz or an exam, or plagiarizing in your term paper, will result in a failure and referral to the College’s disciplinary committee.
   1. Cheating is considered copying answers from other students or using unapproved notes during a quiz or an exam.
   2. Plagiarism is copying the writing and ideas of other people and not citing them properly, or, more seriously, taking credit for them as your own.
   3. Both cheating and plagiarism are extremely easy to spot, so do not try to fool me. It is not worth jeopardizing your academic career and future; just study for the quizzes and exams, and start working on your paper early, and you will have no problem earning good grades.
3. Missing Quizzes and Exams – only students with approved absences will be eligible to retake a quiz or an exam that they miss.
   1. An approved absence is outlined in the student handbook.
   2. Missing either the mid-term or the final exam will result in the automatic loss of 10% or 20% of your possible grade.
4. Behavior in the Discussion Forum – when you are writing responses to discussion questions in Moodle you will be held to the same standards of behavior as you are in class.
   1. Do not harass anyone in the discussion forums.
   2. Respect other peoples’ ideas, even if you disagree with them. The purpose of the discussion forum is to foster dialogue between students regarding the material we are studying. When you disagree with someone’s answer to a discussion question and wish to write a reply, make sure that you do so in a courteous way and that you backup your position with evidence. Always make sure that you are criticizing the idea, and not the person.
   3. Remember that in addition to submitting an answer for each of the discussion questions, you must also post two substantial (at least five sentences long) comments which engage with the answers of other students or with my comments. The forum for each week opens the Sunday before our lectures start, and only answers submitted by the following Saturday at midnight will count towards your participation grade.
5. Getting in Touch with Me – over the course of our ten weeks together, you will almost certainly need to get in contact with me. The best way to do this is through e-mail if it is a simple question, or to visit me during my office hours, which are listed on the first page of this syllabus. I am here to help you regardless of what the issue is, so please do not hesitate to talk to me.
6. LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call [(541) 917-4789](tel:5419174789).