

HIST 310: THE ANCIENT WORLD

(3 credit hours)

Tuesday 6:00-8:45 p.m.

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Course description

In this course we will examine major civilizations in the Middle East and Mediterranean world from pre-history to roughly 500 A.D. This will include Sumeria, Babylon, Egypt, Persia, Greece, and Rome, among others.

Texts

D. Brendan Nagle, The Ancient World: A Social and Cultural History (7th Ed)

Bailkey and Lim, Readings in Ancient History (7th Ed)

Plato, Trial and Death of Socrates (Dover Thrift Edition)

Student Learner Outcomes

Students will analyze primary evidence related to the civilizations of western Eurasia from early Mesopotamia through the end of the Roman empire.

Students will create, present, and defend arguments addressing topics of historical interest related to the course materials.

Students will discuss historical theories and evidence related to the early civilizations of western Eurasia.

Assessment/Requirements

Five Analytical Essays [75% of course grade; 15 points each; 75 points total].

These essays should be **at least** five pages (5) pages, and they **MUST** conform to the writing guide provided on my website. The topics are listed in the days that they are DUE. Remember that these are ANALYTICAL essays. I want original arguments and interpretations of the questions. A summary of the reading is NOT acceptable. I will grade five (5) of the essays listed, though you are welcome to submit more than five. If you do so, I will count your five best grades. The first essay is MANDATORY. These essays **MUST** be turned in on the day they are due, or before. You must write on at least one (1) from each section- Near East, Greece, and Rome.

Final Paper [25% of course grade; 25 points]

This will be a take-home examination requiring you to discuss the primary themes covered in the course. We will discuss possible final examination questions towards the end of the course. I will expect the paper to be roughly ten (10) pages (2500-3000 words) or the equivalent, depending on the assignment chosen.

Class Participation [Up to FIVE (5) Bonus points]

Discussion is vitally important. I will award points on your final grade based on how often you participate, and how valuable that participation is. If, however, you come UNPREPARED to discuss the materials, I will deduct points.

Grading Scheme [100 points total]

My grading system is designed to put you in control of your final grade. For each assignment you complete you will accumulate points. The more points you accumulate, the higher your grade becomes. You can always tell how you are doing by comparing your point total to the scale below. The only way to lose points is by missing class.

A = 90 -100 B = 80 -89 C= 70 -79 D= 60 -69 F= 59 and less

Attendance Policy

Students are expected to attend EVERY class period prepared to discuss applicable materials. You will be allowed ONE (1) unexcused absence over the course of the semester, and for every absence beyond ONE (1), I will deduct TWO (2) points from your FINAL GRADE.

Students with Disabilities

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903.223.3062.

Academic Honesty

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions. For additional information see the university policy manual.

Email Account

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Drop Policy:

To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website (<http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty

member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Class Etiquette:

Students are expected to be respectful of the professor and their fellow students during any class activities. Therefore, the following rules of conduct shall be followed, or a student may be asked to leave the class:

- 1) Electronic devices may be utilized ONLY for taking notes, not for watching films, listening to music, surfing the internet, etc. If you want to do those sorts of activities, do them in the comfort of your own home.
- 2) Phones must be set to vibrate, or turned off completely, and cannot be used to make calls, send texts, etc, during class. Again, do those activities on your own time, not our time.
- 3) Students are not allowed to bring food into the class. It is a distraction to the professor and other students. Drinks, however, are acceptable.
- 4) Students will be respectful of one another and the instructor during all class discussions. Insults, *ad hominem* attacks, and purposely inflammatory statements will not be tolerated. If you are unsure what constitutes any of these, please ask me before spouting off.

Essay Grading:

For a guide to how I grade your analytical essays, please refer to <http://www.tamut.edu/faculty%20web%20pages/craig-nakashian/essay-writing-tipsrubric.html>

I would **HIGHLY RECOMMEND** that you familiarize yourself with those guidelines, as I will grade your essays with the assumption that you have done so.

Lateness Policy: The assignments are due either on or before the date indicated on the syllabus. I do not accept late work.

How to do well in this course: It's a simple formula. Come to class, take good notes, do the readings. If you miss a lecture, get the notes from a friend. You will **not** do well in this course if you skip class or don't bother to do the reading.

Course Outline/Schedule of Readings and Assignments

SECTION 1- ANCIENT NEAR EAST

August 28

Introduction

Environment, Geography, Beginnings of Civilization

Early Mesopotamia

Readings: Nagle, 1-16, 26-28

Bailkey, 2-21, 26-34

September 4

Ancient Egypt

Readings: Nagle, 16-25, 32-40

Bailkey, 34-54, 77-93

Essay 1- Contrast Egyptian and Sumerian ideas of justice and kingship using the pyramid incantations, epic of Gilgamesh, law codes of Hammurabi, and Hymn of the Aton.

September 11

Near East in the 1st Millennium B.C.: Israel, the Hittites, and Assyria

Readings: Nagle, 28-32; 41-52; 58-66

Bailkey, 54-77

September 18

Near East in the 1st Millennium B.C.: Assyria and Persia

Readings: Nagle, 52-58

Bailkey, 87-98

A Zoroastrian Catechism <http://www.avesta.org/pahlavi/catechis.html>

Essay 2- Discuss Cyrus' use of the religion of the regions he conquered to further, and consolidate his conquests.

SECTION 2-ANCIENT GREECE

September 25

Homeric and Archaic Greece- Origins of the Polis

Readings: Nagle, 67-102

Bailkey, 99-147

Odyssey Books 6 & 9, Cyrene Colonists <http://classics.mit.edu/Homer/odyssey.html>

Essay 3- Contrast ideals of justice and leadership in Homer and Hesiod.

October 2

Politics and Government in Ancient Greece- Athens and Sparta

Readings: Nagle, 120-138, 147-155

October 9The Persian and Peloponnesian Wars

Readings: Nagle, 103-119
Bailkey, 147-189

Essay 4- Who does a better job of capturing the essence of Athenian expansion, Pericles or the Old Oligarch? Why?

October 16Philosophy on Trial: Socrates

Readings: Plato, Trial and Death of Socrates: "Apology", "Euthyphro", "Crito"
Nagle, 131-138

October 23Culture, Society, and Sexuality in Classical Greece

Readings: Nagle, 138-146
Bailkey, pp 190-221
Aeschines, *Against Timarchus* www.fordham.edu/halsall/pwh/aeschines.html

October 30Alexander the Great and Hellenistic Empires

Readings: Nagle, pp 156-193
Bailkey, pp 239-299

Essay 5- Discuss the nature of Hellenistic kingship. Did it owe more to Greek notions of leadership, or to Eastern (Persian) ones?

SECTION 3-ROME

November 6The Roman Republic

Readings: Nagle, 194-249
Bailkey, pp 302-345, 377-391
The Twelve Tables- <http://www.fordham.edu/halsall/ancient/12tables.html>

Essay 6- Analyze the views given by Polybius and the Pseudo-Cicero about the nature of Roman politics and political institutions.

November 13The Roman Republic in Crisis

Readings: Nagle, 249-281
Bailkey, 346-376, 392-435

Essay 7- Was Augustus Caesar trying to save the Republic, or end it? Contrast his actions with those of the Gracchi, Sulla, Pompey, and Julius Caesar.

November 20

Life in the Roman Empire: Roman Imperial Society and Romanization

Readings: Nagle, 282-290, 294-308

Bailkey, 435-504

Essay 8- Discuss and analyze the process of Romanization. What did it mean to be a “Roman”?

November 27

Religion in the Roman Empire: Pagans and Christians

Readings: Nagle, 290-294

Bailkey, 525-546, 505-525

<http://www.fordham.edu/halsall/source/perpetua.asp>

Essay 9- Using the passion of St. Perpetua, discuss the effect Christian martyrdom would have on Romans and Christians alike.

December 4

The Empire in Crisis: Diocletian and Constantine

Readings: Nagle, 309-320

Bailkey, 546-589

Essay 10- Using the Life of Saint Anthony, discuss the importance of asceticism for Christianity during the 3rd and 4th centuries. What was its appeal and why?

December 11

The End of the Western Empire

Readings: Nagle, 320-347

Bailkey, 589-614

Gibbon (Blackboard)

Priscus, <http://www.fordham.edu/halsall/source/priscus1.html>

FINAL EXAM DUE DEC 13