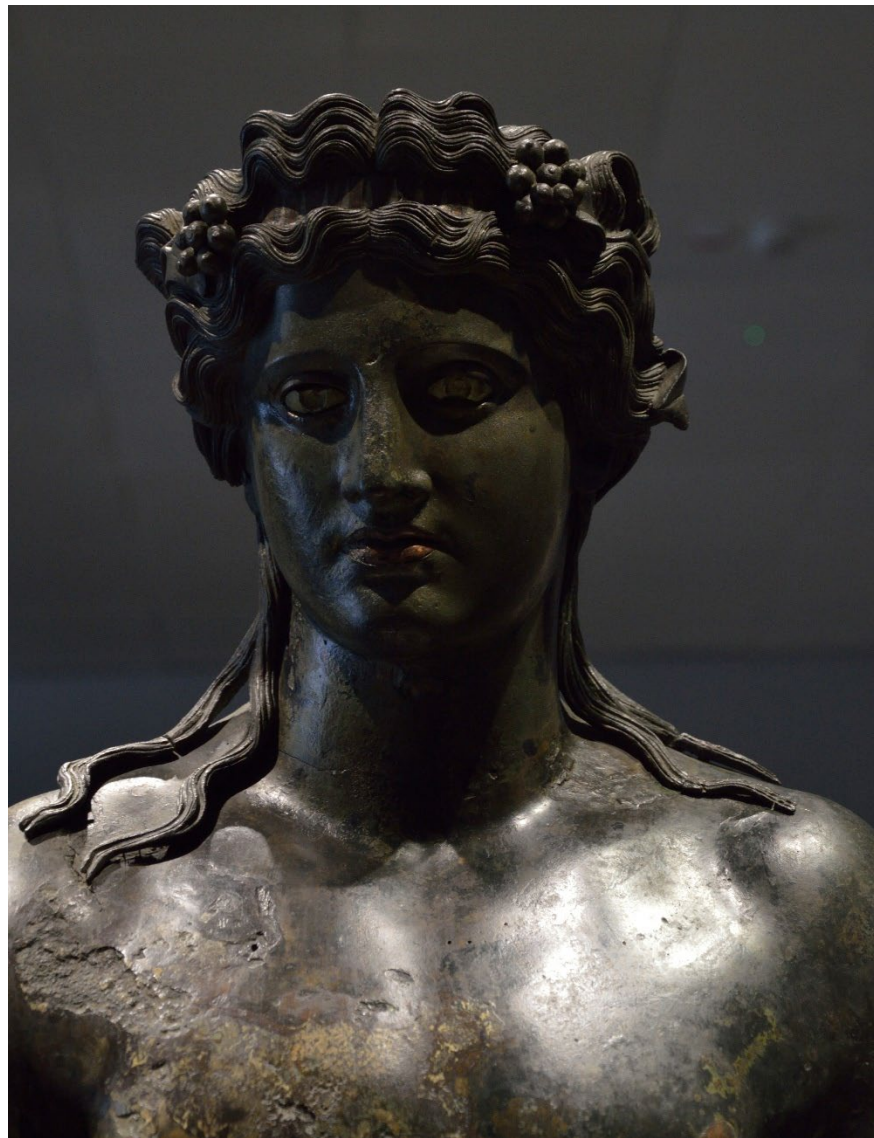


HI 110: The Ancient Mediterranean
Fall Semester 2023

Instructor: Dr. M. Kleijwegt (marc.kleijwegt@wisc.edu)

Office: 5121 Humanities; Office Hours: Monday: 10:00-11:30; on other days by appointment.

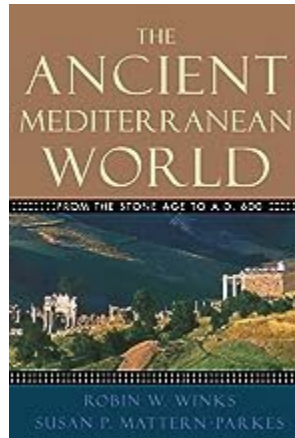


Bronze statue of Dionysus, found in a river-bed of the River Tiber in 1885.
On display in the Palazzo Massimo alle Terme, Rome

Teaching Assistants: Elizabeth Tulley; James Bjork

REQUIRED TEXT

Robin W. Winks and Susan P. Mattern-Parkes, *The Ancient Mediterranean World: From the Stone Age to A.D. 600*, New York and London: Oxford University Press 2004; ISBN 9780195155631.



The Ancient Mediterranean World refers to all the civilizations originating in the area bordering on the Mediterranean Sea: Mesopotamia; Egypt; Anatolia (modern Türkiye); Greece; Rome. This lecture course introduces students to the history and the culture of the Mediterranean World from the cities, kingdoms and empires in Mesopotamia and Egypt (ca. 3000 BCE) to the fall of the Roman Empire in the West (476 CE). The focus will be on the political, socio-economic and cultural developments. After completing this course you will have become more familiar with issues such as: why was Mesopotamia the first region in the area to develop an urban civilization?; were the participants in the Olympic Games professionals or amateurs?; how and why was democracy invented in Athens?; was Alexander the Great worshipped as a god when he was alive?; how did Rome manage to build an empire spanning all the lands between England in the West and Mesopotamia in the Middle East?; why was Julius Caesar murdered?; what was it like to be a subject of the Roman emperor? What rights did you have if you did not have Roman citizenship?

Credit Policy Statement:

This 4-credit course meets as a group for 4 hours per week (each 50 minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for exercises and exams for this class. Below in the Teaching Program you will find the readings that you are expected to have done before you come to lecture. The number of pages is not excessive (on average between 5 and 10 pages per lecture), but you should use your time fruitfully to also study the maps and the lists of events in the textbook. The discussion sections have their own syllabus which is also available on Canvas. It will direct you to the material that will be studied in the meetings.



Terracotta ceremonial mask; 7th century BCE
On display in the Archaeological Museum of Nafplio, Greece

LEARNING OBJECTIVES

By the time you have completed this course, you will have studied

- The most important political and military events of the ancient world from 3000 BCE to 476 CE.
- The social and cultural make-up of ancient Mesopotamia, Egypt and other Near Eastern civilizations, ancient Greece, and ancient Rome.

You will have concluded

- That most of the debates in Ancient History are not about when an event took place, but what motivated the people who were involved in the events.
- That evidence that survives from the ancient world is not neutral. A student of history needs to take into consideration who produced the evidence, for what reason, and for which audience.
- In many cases it is not possible to establish the absolute truth of a historical event or a historical trend. It is imperative, however, to construct the best possible argument to convince a majority of people.

You will also have developed important skills in the following areas

- How to identify and articulate the difference between historical events and scholarship which attempts to explain the significance of these events.
- Close reading of primary sources; checking the reliability of historical records.

EXERCISES AND GRADING

Two exercises with texts with questions:

The divinity of Alexander the Great (texts from multiple authors on Alexander the Great).

The murder of Tiberius Sempronius Gracchus (questions on a text by one author, Plutarch, who wrote a biography of Tiberius Sempronius Gracchus).

The exercises come from a textbook that I am working on. You will purchase three exercises online from Cognella Publications (instructions will follow in a separate email). The third exercise deals with Democracy in Athens and serves as a practice exercise. You will take on this exercise before you work on the two exercises that you have to submit for a grade. All three exercises will be discussed in the discussion section meetings.

In order to do well in these exercises you need to be able to read critically and answer questions. The answers are not in the textbook and they are not on the internet. You need to figure out what the answer might be and then offer an argument in support of your explanation. We will coach you.

Submission date exercise for the Divinity of Alexander the Great: Sunday 29 October (answers should be submitted on Canvas no later than 11:59 PM).

Submission date exercise for Tiberius Sempronius Gracchus: Sunday 19 November (answers should be submitted on Canvas no later than 11:59 PM).

The exercise on Alexander the Great counts for 20% towards your final grade. The exercise on Tiberius Sempronius Gracchus counts for 25% = total 45%.

In addition, four exercises are designed and developed by your TA's. They count for 5%, 10%, 15%, and 20% respectively. Exercise 1 and 2 need to be submitted on Canvas on Sunday 15 October, no later than 11:59 PM. The submission dates for exercise 3 and 4 will be determined later.

Important: I will not allow exercises for extra credit for this course. You are given plenty of time to work on all the exercises.

I use the following grades:

93-100: A

88-92: AB

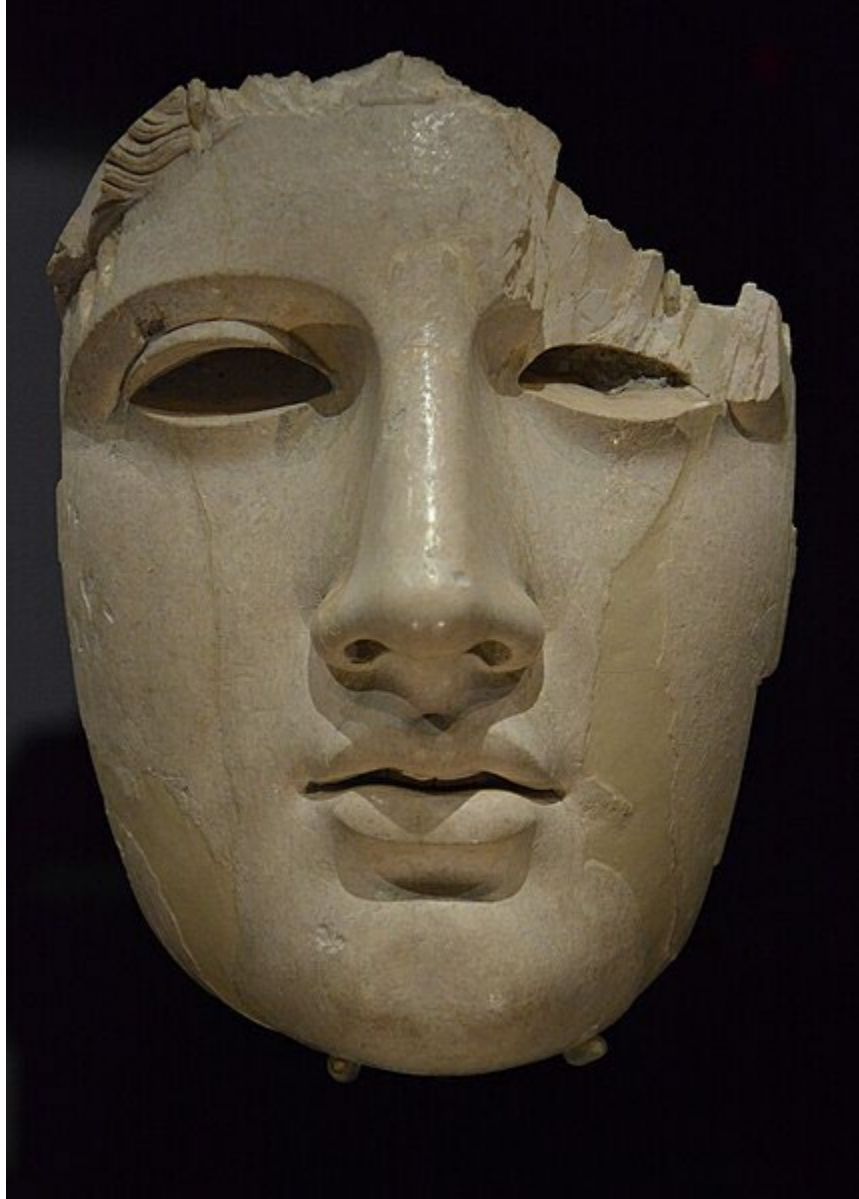
83-87: B

78-82: BC

70-77: C

60-69: D

0-59: F



Ivory Mask of Apollo
Found near the Baths of the emperor Claudius in 1995
Palazzo Massimo alle Terme, Rome

TEACHING PROGRAM

Introduction:

The course works as follows.

For each lecture you need to prepare the readings that are listed in the teaching program below. Preparing the readings means that you have to read the pages from the textbook thoroughly and make notes before you come to lecture. This will give you the basic information that you need to understand the material for that particular lecture. You do not need to memorize everything you have read, because that is humanly impossible. In lecture I will discuss the most important parts of the readings and I will explain why I consider those parts important. I will post on Canvas my lecture notes for each lecture, which will then form the basis for my lecture. The comments, observations, and explanations that I offer during lecture are essential for your understanding of the material.

In case you miss lectures due to illness and/or other unforeseen circumstances, you have the readings and the lecture notes to fall back on, but I cannot provide you with the comments etc. which I make during each lecture. You will have to ask a fellow-student for their notes.

The TA's and the instructor are available to facilitate your success in the course and will help you as much as possible in your learning, but ultimately it is you who are responsible for your own success.

Week 1:

Wednesday 6 September: introduction to Ancient History.

Friday 8 September: introduction to the course.

Week 2:

Monday 11 September: Early Civilizations in the Near East.
Winks and Mattern-Parkes, pp. 13-26.

Wednesday 13 September: Egyptians and Hittites.
Winks and Mattern-Parkes, pp. 26-36.

Friday 15 September: Minoan and Mycenaean Civilization.
Winks and Mattern-Parkes, pp. 36-41.

Week 3:

Monday 18 September: The Collapse of Bronze Age Civilization.
Winks and Mattern-Parkes, pp. 41-44.

Wednesday 20 September: Greece in the Dark Age.
Winks and Mattern-Parkes, pp. 54-58.

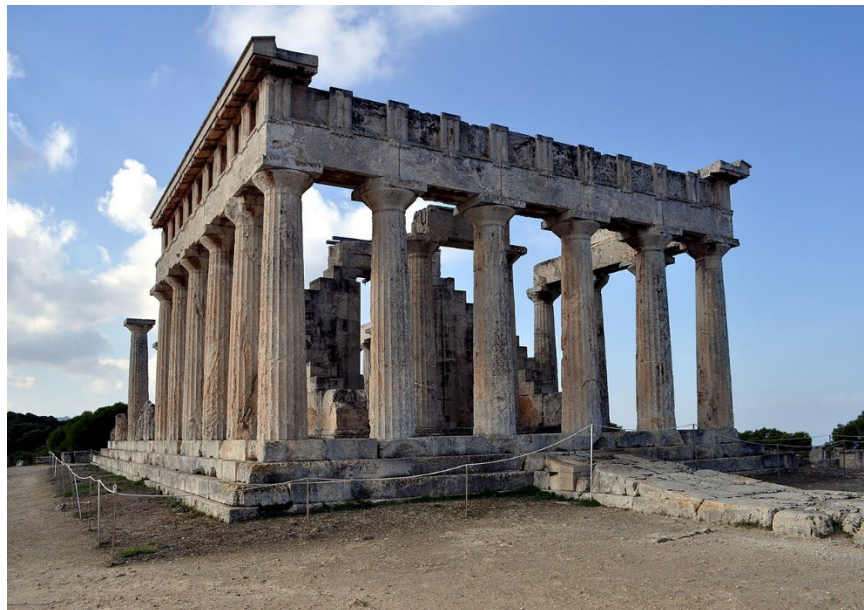
Friday 22 September: The Archaic Age.
Winks and Mattern-Parkes, pp. 58-64.

Week 4:

Monday 25 September: Sparta.
Winks and Mattern-Parkes: pp. 64-66.

Wednesday 27 September: Tyranny and Democracy at Athens.
Winks and Mattern-Parkes, pp. 66-7.

Friday 29 September: Literature and Culture in Archaic Greece.
Winks and Mattern-Parkes: pp. 67-74.



Temple of Aphaia; Aegina

Week 5:

Monday 2 October: The Persian Wars.

Winks and Mattern-Parkes: pp. 74-77.

Wednesday 4 October: Democracy and Empire.

Winks and Mattern-Parkes: pp. 77-79.

Friday 6 October: Culture in Imperial Athens.

Winks and Mattern-Parkes: pp. 79-87.



Head of one of the bronzes from Riace.

On display in the Archaeological Museum of Reggio di Calabria, Italy

Week 6:

Monday 9 October: The Peloponnesian War.

Winks and Mattern-Parkes: pp. 87-89.

Wednesday 11 October: Alexander the Great.

Winks and Mattern-Parkes: pp. 103-108.

Friday 13 October: Greek culture in the Hellenistic Period.

Winks and Mattern-Parkes, pp. 110-116.

Week 7:

Monday 16 October: The Birth of Rome.

Winks and Mattern-Parkes: pp. 118-121.

Wednesday 18 October: The Etruscans.

Winks and Mattern-Parkes: pp. 121-123.

Friday 20 October: Government and Society in the Early Republic.

Winks and Mattern-Parkes: pp. 123-127.

Week 8:

Monday 23 October: Warfare and Conquest in Italy.

Winks and Mattern-Parkes: pp. 127-128.

Wednesday 25 October: Rome and Carthage.

Winks and Mattern-Parkes: pp. 128-130.

Friday 27 October: Rome and the Hellenistic Kingdoms.

Winks and Mattern-Parkes: pp. 130-133.

Week 9:

Monday 30 October: After Success comes Crisis.

Winks and Mattern-Parkes: pp. 133-137.

Wednesday 1 November: The Reforms of the Gracchi.

Winks and Mattern-Parkes: pp. 137-138.

Friday 3 November: External Threats in the Final Decades of the Second Century.

Winks and Mattern-Parkes: pp. 140-141.

Week 10:

Monday 6 November: The First Civil Wars.

Winks and Mattern-Parkes: pp. 140-141.

Wednesday 8 November: The Rivalry between Pompey and Caesar.

Winks and Mattern-Parkes: pp. 142-144.

Friday 10 November: The Assassination of Julius Caesar and its Aftermath.

Winks and Mattern-Parkes: pp. 142-144.

Week 11:

Monday 13 November: The First Emperor.

Winks and Mattern-Parkes: pp. 144-145.

Wednesday 15 November: The Julio-Claudians.

Winks and Mattern-Parkes: pp. 145-150.

Friday 17 November: The Organization of the Roman Empire.

Winks and Mattern-Parkes: pp. 150-162.

Week 12:

Monday 20 November: Imperial Rule: the case of Judaea.

Winks and Mattern-Parkes: pp. 165-170.

Week 13:

Monday 27 November: Imperial Rule: the case of Britain.

Winks and Mattern-Parkes: pp. 170-172.

Wednesday 29 November: Society in Roman Egypt

Winks and Mattern-Parkes: pp. 172-177.

Friday 1 December: The Roman Empire from 138 to 235.

Winks and Mattern-Parkes: no readings.

Week 14:

Monday 4 December: Crisis and Reform in the Third Century.

Winks and Mattern-Parkes: pp. 177-183.

Wednesday 6 December: The Rise of Christianity.

Winks and Mattern-Parkes: pp. 187-195.

Friday 8 December: The Growth of the Barbarian Threat, 337-395 CE.

Winks and Mattern-Parkes: pp. 208-214.

Week 15:

Monday 11 December: The Decline and Fall of the Roman Empire in the West.

Winks and Mattern-Parkes: pp. 208-214.

Wednesday 13 December (last day of class):

Statements

Accommodations for Students with Disabilities Statement:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

The History Lab Statement:

The History Lab is the Department of History's in-house writing center. Our graduate student staff offer expert, one-on-one advising on your History/History of Science projects, both in-person and virtually. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, or revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit our [website](#) for instructions on how to schedule an appointment with a Lab TA, or to find tips, guides, and other resources for all of your History/History of Science assignment needs.

Academic Integrity Statement:

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Academic Calendar & Religious Observances Statement:

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

Course Evaluations Statement:

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Most departments use AEFIS a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

Diversity & Inclusion Statement:

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Mental Health and Well-Being Statement:

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Violence Prevention Statement:

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>.

Collegiate Recovery Statement:

Badger Recovery is a university affiliated recovery community for UW-Madison students in recovery from substance use disorders and their allies. Students in recovery from something other than alcohol and/or drugs may also find our community of support and services helpful and are welcome. To learn more about Badger Recovery, our peer to peer all recovery meetings, or our non-clinical staff support go to uhs.wisc.edu/recovery or email us at recovery@uhs.wisc.edu.

Privacy of Student Records & the Use of Audio Recorded Lectures Statement:

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright

infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.