

Founders of the West

THE MEDITERRANEAN, 1000 B.C.E. – 600 C.E.



COURSE INFORMATION

Section 1 (77108):

TR 9:40–11:10

Room: STR 367

Final: Thursday, May 4, 8AM

Section 2 (77955):

TR 1:00–2:30

Room: STR 367

Final: Tuesday, May 4, 11AM

INSTRUCTOR INFORMATION

Kristina.Markman@lmu.edu

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Office Hours: TR 11:20–12:50

Location: *TBA*



COURSE DESCRIPTION

Welcome to HIST 1110! This course is intended to familiarize students with the historian's craft and introduce students to the cultures that helped shape the world in which we live today. Our primary goals in the course will be to (1) learn how to read and analyze primary sources, and (2) use primary sources to formulate a critical argument about the past.

We will begin by studying developments in the Fertile Crescent and the eastern Mediterranean, particularly the rise of Greek culture, and its legacy in Eurasia. We will then move westward to the Italian peninsula to explore the development of Roman culture, its assimilation of Greek cultural modes, emphasis on civic institutions, and imperial policy. Finally, we will consider the place of Christianity in the Roman Empire and the many challenges faced by the world of late antiquity. Particular emphasis will be placed on the following themes:

- law and society
- heroic figures (noble warriors, founding fathers, religious leaders) and their representation

REQUIRED TEXTS

Available on course website

1. *Epic of Gilgamesh*
2. Course Reader



CORE AREA: Historical Analysis and Perspectives (HAP)

PREREQUISITES: None

LEARNING OUTCOMES

This course combines instructor lectures with close discussion of primary texts and relevant historiographical debates. The goal of the course is:

- ◆ To familiarize students with the practice of history and the historical method including the principles of *cause and effect*, *continuity and change*, *perspective*, and *significance*.
- ◆ To help students develop analytical and critical reading skills.
- ◆ To help students develop the ability to frame historical questions, take a stance, and craft a written argument.

WHY STUDY HISTORY?

Studying history gives us a deeper understanding of the processes that have led to the development of the world in which we live. Learning about the ideas, values, fears, and dreams of the people of the past helps develop historical empathy, promotes intellectual discourse, and builds cultural literacy. Understanding the connection between ideas and consequences makes us better-informed decision-makers and enhances our ability to distinguish the important from the unimportant, to recognize patterns, and to appreciate cultural differences. The study of history prepares us to participate in events of local, state, national, and international significance.

History in High School: High school history courses teach us how to recognize relevant information and make sense of it through summary and explanation.

History in College: College history courses teach us how to apply information in order to solve a problem. In the process, we learn skills.

SKILLS OF A HISTORIAN

- ◆ Critical thinking and problem solving
- ◆ Collaboration
- ◆ Reading Comprehension
- ◆ Communication: verbal and written
- ◆ Research
- ◆ Data Analysis

SKILLS EMPLOYERS WANT

(Forbes 2015)

- ◆ Decision making and problem solving
- ◆ Collaboration
- ◆ Communication: verbal and written
- ◆ Planning and organization
- ◆ Research
- ◆ Data Analysis
- ◆ Field-specific knowledge
- ◆ Computer literacy
- ◆ Sales and Marketing

WHAT CAN YOU DO WITH A B.A. IN HISTORY?

ADVANCED DEGREES

Graduate School (M.A. & Ph.D.)
Law School
Teaching Credential
Library Science School
Other graduate degree

READY FOR A CAREER?

Jobs to consider: educator, researcher, editor, information manager, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, foreign service officer, intelligence agent (CIA/FBI/NSA), foundation staffer, information specialist, journalist, legal assistant, lobbyist, personnel manager, public relations staffer.

Careers for History Majors:

<https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>

COURSE REQUIREMENTS

15% Essay #1 (4-5 pages)

Due Thursday, February 9

15% Take-Home Midterm

Due Thursday, March 2

15% Political Debate & Source Analysis (2-3 pages)

In class on Tuesday, March 14 and Thursday, March 16

25% Essay #2 (4-5 pages)

Due Tuesday, April 25

10% Getty Villa Visit & Reaction Paper (3 pages)

Due Finals Week (check schedule)

20% Final

In class Finals Week (check schedule)

The format of the **take-home midterm** and **final** is to be determined. You will receive a study guide at least one week before the exams.

Almost half of your grade will be based on your performance on two **essays**. One week prior to the due date, you will receive an essay guide with a choice of two prompts. You will write a 4–5 page essay on one of the two prompts.

For the **political debate**, you and 2 partners will be assigned a Greek statesmen, philosopher, or historian. Together you will research your assigned politician/academic's political views. On March 14-16, we will host a debate in class during which time you will be asked to defend your politician/academic's position. For details on the debate and preparation guidelines, see "Political Debate Project Handbook."

Before the end of the semester, you must visit the **Getty Villa**. Choose one artwork and write a short **reaction paper** (3 pages) answering the following questions: **What does this artwork reveal about the culture in which it was produced? Does it reflect the institutions and patterns that we have been studying in class?** Make sure to include a photo of the artwork you chose and key information (artist, date, place).

ASSIGNMENT GUIDELINES

All written assignments must be submitted in hard copy by the due date.

Failure to complete all requirements will result in an F for the course.

Late assignments will not be accepted under any circumstances without proper documentation.

ACADEMIC HONESTY

You are required to familiarize yourselves with LMU's policies on academic honesty and to abide by them fully (see <http://academics.lmu.edu/honesty/>). Plagiarism, cheating on examinations, or any other form of academic dishonesty will not be tolerated. It will result in a zero for the assignment and may cause you to fail the course, at my discretion.



OFFICE HOURS

One-on-one instruction is the best form of education. I will be holding office hours from 11:20-1:50PM Tuesdays and Thursdays (Location TBA). I am also available via Skype by appointment.

WRITING SUPPORT

Visit the ARC. The Academic Resource Center offers free tutoring in many subjects, including history and writing. You can even register for a 1-unit writing lab where you will have your own personal tutor for a semester. The ARC is located on the second floor of Daum Hall and can be found online @ <http://academics.lmu.edu/arc/>.

ATTENDANCE & PARTICIPATION

Regular attendance and participation in discussion is essential for your success in this class. You are expected to come to class having read all of the assigned material and ready to discuss it. Failure to attend will result in an F grade for the course.

PARTNER SYSTEM

It highly recommended that you exchange contact information with at least **two** other students. Should you anticipate being absent and need to review the course material, your partners can be a great resource.

E-MAIL COMMUNICATION

I will be communicating with the class using campus e-mail systems, so it is essential that you regularly check your lion.lmu.edu e-mail address or forward your lion account email to your preferred email address.

ACCOMMODATIONS

Any student with a documented disability requiring accommodation should contact the Disability Support Services (DSS) Office (Daum Hall 2nd floor; 310.338.4216; www.lmu.edu/dss) as early in the semester as possible. All discussions will remain confidential. While every effort will be made to accommodate students, special accommodations will only be made with proper DSS documentation.

Course Outline

Please note that the class schedule is subject to change; changes will be announced and posted to BrightSpace.

All readings should be completed by the date for which they are listed; please bring the assigned readings to class.

As this is a process-based learning course, you should expect to devote considerable time outside of class to reading and re-reading sources, reviewing your notes, writing source analyses, and preparing for the fishbowl debate. When taking a 4-unit course at LMU, you should expect to spend an average of 9-hours preparing outside class per week. On LMU Credit Hour Policy see http://www.lmu.edu/Assets/LMU+Credit+Hour+Policy_Final.pdf.



INTRODUCTION

1	Tues. 01/10	What is history? What is culture?	
1	Thur. 01/12	The origins of civilization and the beginnings of agriculture	Begin reading <i>The Epic of Gilgamesh</i> (see attached quiz)

THE BRONZE AGE, c. 3000 B.C.E. – c. 1000 B.C.E.

2	Tues. 01/17	River Civilizations: Mesopotamia and Egypt	Continue reading <i>The Epic of Gilgamesh</i> Watch: “Ancient Egypt Explained” https://www.youtube.com/watch?v=jpb4_K7gMzc Watch: “The pharaoh that wouldn't be forgotten” https://www.youtube.com/watch?v=8bYRy_wZEJI
2	Thur. 01/19	Cultural Identity and Myth History	Finish <i>The Epic of Gilgamesh</i> (1) "Marduk Creates the World from the Spoils of Battle" Watch: Egyptian Creation Myth (Heliopolis Version) https://www.youtube.com/watch?v=uTy49JlgZE

3	Tues. 01/24	Law and Order	(2) Code of Hammurabi (3) <i>The Tale of the Eloquent Peasant</i> (4) Book of the Dead
3	Thur. 01/26	Seafaring Civilizations: Minoans, Mycenaean, Phoenicians and the End of the End of the International Bronze Age	Watch: “Book 16 Summary and Analysis” https://www.youtube.com/watch?v=RKQX_2eSoqo (5) Homer, <i>Iliad</i> , Book 16 (see attached quiz)



EARLY GREEK CIVILIZATION, c. 1000 B.C.E. – c. 400 B.C.E.

4	Tues. 01/31	Archaic Greece and the Rise of the Polis (Corinth, Sparta, Athens)	“Living in Ancient Greece” https://www.youtube.com/watch?v=zsOZujLI4X4
4	Thur. 02/02	The Quest for Excellence: Heroes Compared	(6) Homer, <i>Odyssey</i> , Books 9 and 11
5	Tues. 02/07	Achaemenid Persia and the Persian Wars	(7) “The Persian Empire” Watch: The Persian Empire: https://youtu.be/yZlqgtdQoHo (8) Herodotus, <i>Histories</i> , excerpt from Xerxes’s invasion of Greece (9) Inscription Honoring Cyrus

BIRTH OF MONOTHEISM, c. 1500 B.C.E. – c. 400 B.C.E.

5	Thur. 02/09	Hebrew Civilization and Judaism ESSAY #1	Watch: “Judaism 101: Religions in Global History” https://www.youtube.com/watch?v=PWsKZ2Xto4Y
6	Tues. 02/14	Hebrew Laws and Heroes	(10) <i>Genesis</i> 12–13, 16–17; <i>Exodus</i> 3–4, 12 19–21, 25
6	Thur. 02/16	Monotheism Compared: Amarna Egypt and Achaemenid Persia	Watch: “Akhenaten and the Amarna Style” https://vimeo.com/15233973 (11) Hymn to the Aten (12) <i>Avesta</i> , Zoroastrian Creed

SPRING BREAK, MAR. 6–10

CLASSICAL & HELLENISTIC GREECE, c.400 B.C.E. – 31 B.C.E.

7	Tues. 02/21	War, Politics, and Society in Classical Greece (Pericles & Thrasybulus) Debate Roles Assigned	Watch: “Living in Ancient Greece” https://www.youtube.com/watch?v=zsOZujLI4X4 Watch: “This is Sparta” https://www.youtube.com/watch?v=M7V1a1I5BL0
7	Thur. 02/ 23	Reacting to War and Politics I	(13) Thucydides, <i>The Peloponnesian War</i> , “Pericles Funeral Oration” (see attached quiz) (14) Xenophon, <i>Anabasis</i> , On the Government of Lacedaemon Watch: “Plato- The Republic- Book II – Summary + Argument” https://www.youtube.com/watch?v=H53qMdupejw (15) Plato, <i>The Republic</i> , Book II (see attached guide)
8	Tues. 02/28	Reacting to War and Politics II	Watch: “The Greek Philosopher” https://www.youtube.com/watch?v=nFIOI_cD2ww Watch: “Plato’s Allegory of the Cave”: https://www.youtube.com/watch?v=1RWOpQXTtA (16) Plato, <i>The Republic</i> , Book II, “The Allegory of the Cave” (17) Aristotle, <i>Politics</i> , Book I & VII (18) Thucydides, <i>The Peloponnesian War</i> , “Melian Debate”
8	Thur. 03/02	Alexander the Great and the Hellenistic Period TAKE-HOME MIDTERM	(19) Arrian, <i>Life of Alexander</i>
9	Tues. 03/14	DEBATE	SOURCE ANALYSIS & RESEARCH REPORT
9	Thur. 03/16	DEBATE	



ROME: FROM REPUBLIC TO EMPIRE, 753 B.C.E. – 180 C.E.

10	Tues. 03/21	The Etruscans and the Foundations of Rome	Watch: “Roman Republic - political structure (in a nutshell)”: https://www.youtube.com/watch?v=mue9FuANpAA&t=12s
10	Thur. 03/23	Law and Myth	(20) Plutarch, <i>Life of Romulus</i> (21) The Twelve Tables
11	Tues. 03/28	NO CLASS!!! Kristina at conference	
11	Thur. 03/30	The Republic Expands	Watch: “The Roman Empire. Or Republic. Or...Which Was It?: Crash Course” https://www.youtube.com/watch?v=oPf27gAup9U
12	Tues. 04/04	Augustus and the Roman Empire	
12	Thur. 04/06	Life and Culture in the <i>Pax Romana</i>	Watch: “A Glimpse of Teenage Life in Ancient Rome” https://www.youtube.com/watch?v=juWYhMoDTN0 Watch: “Four sisters in Ancient Rome” https://www.youtube.com/watch?v=RQMgLxVxsrw (22) Virgil, <i>Aeneid</i> , Book 6 (23) <i>The Deeds of the Divine Augustus</i> (24) Ovid, <i>Metamorphosis</i> , “Apollo and Daphne”

THE TRANSFORMATION OF THE ROMAN EMPIRE, 180 C.E. – 500 C.E.

13	Tues. 04/11	Religion in the Roman Empire and The Rise of Christianity	Watch: “Christianity from Judaism to Constantine”: https://www.youtube.com/watch?v=TG55ErfdaeY
13	Thur. 04/13	NO CLASS!!! Easter Break	
14	Tues. 04/18	Christian “Law” and Heroism	(25) “Sermon on the Mount” from <i>The Gospel According to Matthew</i> , 5.1–7.28 (26) <i>The Passion of Perpetua and Felicity</i>
14	Thur. 04/20	The Third Century Crisis; Constantine and a New Rome	(27) Eusebius of Caesarea, “The Conversion of Constantine,” from <i>The Life of Constantine</i>
15	Tues. 04/25	The Successor Cultures of the Roman Empire ESSAY #2	Watch: “Fall of the Roman Empire...in the Fifteenth Century” https://www.youtube.com/watch?v=3PszVWZNWVA (28) Gregory of Tours, “The Conversion of Clovis”
15	Thur. 04/26	Presentations, Evaluations, Review	
F	Thur. 05/04	FINAL GETTY REACTION PAPER	