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## SYLLABUS ARCHIVE

### Course and Instructor Information:

#### **The Ancient Mediterranean World**

Prof. Katherine Blouin

Associate Professor in Roman History/Classics, University of Toronto

### Helpful Context:

Course first designed in Fall 2011 (this version is updated for Fall 2018)

Average enrollment: 160

This is an undergraduate course primarily intended for majors and non-majors.

It is taught completely in-person.

It does not fulfill a specific requirement of the university.

### Reflections of the Instructor:

*Q: What do you consider to be particular strengths of this course?*

A: It's breadth, which situates the "Greco-Roman" world within the broader context of Antiquity, and the emphasis on connectivity.

*Q: In what ways do you think the course could still use improvements/adjustments?*

A: I would like to include tutorials.

**CLAA04H3 = HISA07H3**  
**The Ancient Mediterranean World – Fall 2018**

COURSE DIRECTOR: Prof. Katherine Blouin

OFFICE: ---

- @: [katherine.blouin@utoronto.ca](mailto:katherine.blouin@utoronto.ca)

- Twitter: @isisnaucratis

- Facebook: You said ancient? <https://www.facebook.com/You-said-ancient-1668286470157930/?fref=ts>

- Blog: <https://everydayorientalism.wordpress.com/>

TIME AND LOCATION: Wednesday 11:00 - 1:00

OFFICE HOURS: ----

### I. COURSE DESCRIPTION

An introduction to the main features of the Mediterranean world from the development of agriculture to the spread of Islam. Long term socio-economic and cultural continuities and ruptures will be underlined, while attention will be dedicated to primary sources and disciplinary issues. The course consists in weekly 2-hour lectures.

### II. OBJECTIVES OF THE COURSE

At the end of the semester, each student should be able to:

1. Explain the main environmental, socio-economic and cultural features that shaped the history of the ancient Mediterranean world.
2. Identify the main cultures, States, and Empires that existed in the ancient Mediterranean world.
3. Date key events that shaped the evolution of the ancient Mediterranean world.
4. Locate on a map a selection of regions, geographical features and sites that played an important role in the history of the ancient Mediterranean world.
5. Identify the different types of primary sources related to the ancient Mediterranean world.
6. Explain the historical potential and limits of ancient primary sources.
7. Analyze a primary source in a critical way.
8. Demonstrate good notetaking and writing skills.

### III. GRADING SCHEME

<u>Evaluation</u>	<u>%</u>	<u>Deadline/Date</u>
• Podcast Manuscript	30%	Nov. 14
• Midterm	30%	Oct. 17
• Final	40%	Exam period

#### IV. REQUIRED MATERIAL AND READINGS

- Podany, A.H. 2014. *The Ancient Near East: A Very Short History*. Oxford, OUP. @
- Shaw, I. 2004. *Ancient Egypt: A Very Short Introduction*. Oxford, OUP. @
- de Blois, L. and R.J. van der Spek 2008. *An Introduction to the Ancient World*. NYC, Routledge. @
- A selection of episodes from BBC 4's [In Our Time](#)
- A selection of podcasts from BBC's [A History of the World in 100 Objects](#) (AHOW in weekly calendar)
- A few other readings/videos (references provided in the weekly calendar)

#### V. WEEKLY CALENDAR

##### Week 1

Sept. 5 Course Presentation

##### Readings:

- Appiah, K.A. 2016. "[There is no such thing as western civilisation](#)", *The Guardian*
- Blouin, K. 2018. "[Civilization: What's Up with That?](#)", *Everyday Orientalism*
- Futo Kennedy, R. 2017. "[We condone it by our silence](#): Confronting Classics' Complicity in White Supremacy", *Eidolon*

##### Week 2

Sept. 12 Ancient Mesopotamia, from Uruk to the dynasty of Ur

**Readings:** Podany 2014, ch.1-5

**Podcast :** AHOW 012 and 015

##### Week 3

Sept. 19 The Ancient Near East, from the Old Assyrian Empire to Cyrus' conquest

**Readings:** Podany 2014, ch.6-10

**Podcast :** AHOW 016 and 21

**Video:** "[The rise and fall of the Assyrian Empire](#)", TedEd

##### Week 4

Sept. 16 Ancient Egypt 1

**Readings:** Shaw 2004, ch.1-4

**Podcast :** AHOW 011 and 017

**Video:** "[A day in the life of an ancient Egyptian doctor](#)", TedEd

##### Week 5

Oct. 3 Ancient Egypt 2

**Readings:** Shaw 2004, ch.5-8

**Podcast :** 020 and 025

**Video:** "[The pharaoh that wouldn't be forgotten](#)", TedEd

##### Week 6

Oct. 10 *Reading week = No class*

##### Week 7

Oct. 17 **Midterm**

## Week 8

Oct. 24 The Aegean and ancient Greek World

### Readings:

- De Blois and van der Spek 2008, ch.8-10

**Podcast :** AHOW 018 and 027

### Video:

- "[Why is Aristophanes called "The father of Comedy"?](#)", TedEd

- "[The myth of Arachne](#)", TedEd

## Week 9

Oct. 31 The Achaemenid and Hellenistic Worlds

### Readings:

- De Blois and van der Spek 2008, ch.11

- Llewellyn-Jones, L. 2017. "The Achaemenid Empire", T. Daryae ed. *King of the Seven Climes*.

[https://www.academia.edu/32862740/The\\_Achaemenids\\_in\\_T.\\_Daraee\\_ed.\\_KING\\_OF\\_THE\\_SEVEN\\_CLIMES](https://www.academia.edu/32862740/The_Achaemenids_in_T._Daraee_ed._KING_OF_THE_SEVEN_CLIMES)

- Zuckerberg, D. 2017. "[Don't Quote me on That](#)", *Eidolon*

**Podcast :** AHOW 031 and 032

### Video:

- "[Why is Herodotus called "The father of history"?](#)", TedEd

- [Did the Amazons really exist?](#), TedEd

## Week 10

Nov. 7 Rome and Carthage: From Cities to Empires

### Readings:

- De Blois and van der Spek 2008, ch.12-13

- Futo Kennedy, R. 2017. "[Colorlines in Classical North Africa](#)", *Classics at the Intersections*

**Podcast :** In Our Time, "[The Phoenicians](#)" and "[Carthage's Destruction](#)"

**Video:** "[Who were the Vestals virgins](#)", TedEd

## Week 11

Nov. 14 The Roman World, from the Late Republic to the Dominate

\*\*\*\*Podcast Manuscript Due

### Readings:

- De Blois and van der Spek 2008, ch.14-15

- Padilla, D. 2015. "[Barbarians Inside the Gate, Part I: Fear of Immigration in Ancient Rome and Today](#)", *Eidolon*

**Podcast :** AHOW 035 and 040

### Video:

- "[Why would you read Virgil's "Aeneid"?](#)", TedEd

- "[A glimpse of teenage life in ancient Rome](#)", TedEd

## Week 12

Nov. 21 The Late Antique Roman and Sassanian Empires

### Readings:

- De Blois and van der Spek 2008, ch.16

- Daryae, T. and K. Rezakhani 2017. "The Sasanian Empire", T. Daryae ed. *King of the Seven Climes*.

[https://www.academia.edu/32690732/T.\\_Daryae\\_and\\_Kh.\\_Rezakhani\\_The\\_Sasanian\\_Empire\\_KING\\_OF\\_THE\\_SEVEN\\_CLIMES\\_ed.\\_T.\\_Daryae\\_Jordan\\_Center\\_for\\_Persian\\_Studies\\_2017\\_pp.\\_155-197](https://www.academia.edu/32690732/T._Daryae_and_Kh._Rezakhani_The_Sasanian_Empire_KING_OF_THE_SEVEN_CLIMES_ed._T._Daryae_Jordan_Center_for_Persian_Studies_2017_pp._155-197)

### Podcast :

- AHOW 043 and 044

- In Our Time, "[The Sassanid Empire](#)"

**Video:** "[The rise and fall of the Byzantine Empire](#)", TedEd

## Week 13

Nov. 28 Early Islam and the Arab Conquests

### Readings:

- "Arabs" and "Muhammad" in *The Encyclopedia of Ancient History*
- Sarris, P. 2015. "Byzantium and Islam", *Byzantium: A Very Short Introduction*. Oxford, OUP.

### Podcast :

- AHOW 045 and 046
- In Our Time, "[The Arab Conquests](#)"

## VI. EVALUATIONS

### a. A History of Ancient Women in 180 ROM Objects 30%

Students are asked to visit the Royal Ontario Museum (ROM; <http://www.rom.on.ca/index.php> ) and, on that occasion, to select one of the many objects from the Ancient Mediterranean world that is related to girls/women on display there.

Then, in the fashion of BBC's AHOW series, they shall write the manuscript of a podcast in which they offer a historical analysis of the object in question.

The 4 to 5-page manuscript (1.5 spaced) shall be structured as follows :

1. Introduction
2. Primary evidence analysis
3. Conclusion

The primary evidence analysis shall include the following elements:

#### 1. External Description

- *Name of the document + inventory number + room where it is on display*
- *Detailed physical description of the object*
- *In the case of a written object : Language, length, writing support*

#### 2. Context of production

- *Date*
- *Place of origin*
- *General context at the time of production (socio-economic, cultural, political, etc.)*
- *Particular contexts of production, use and transmission (author, aim, addressee or sponsor, state of preservation, etc.)*

#### 3. Critical Analysis

*A detailed study of the content of the source. The aim is to get a good understanding of its internal meaning and of its relevance within the historical context to which it belongs. When relevant, pay attention to:*

- Identification of persons, objects, symbols, gods, places, cultures etc. named in or related to the document
- Definition of elements with an unusual or specialized meaning
- Explanation of allusions
- Commentary of the situations, events, uses and historical processes identifiable in the source

#### 4. Interpretative Statement

- *What does this source tell us about the historical context in which it has been produced and/or used?*
- *How does it contribute to a better understanding of the history of the ancient Mediterranean World?*
- *What are the historical value, limits and representativeness of this specific source?*

### Presentation Norms

- The text must be computer typed on the recto only, 12 points Times News Roman font, 1.5 spaced, margins

- between 2.5 and 1.5 cm, letter format paper.
- Footnotes (no endnote).
- Each page must be numbered, except the title page
- Make sure to include the link to your chosen song/video/live performance
- References (these pages do not count as pages of text)

*Title page*

*Bibliography (with **3 to 5 relevant secondary sources** ; no website allowed unless I granted my permission)*

## **b. Exams 70% (30% + 40%)**

1:50 long exams

- Midterm : The midterm may include the following types of questions: Multiple-choice questions, matching questions, true/false questions, map and time line, short-answer questions, essay questions. No help allowed.
- Final : The final exam will consist of two sections:

Section 1 (10%): Synthesis essay (cumulative; 1 double-sided or 2 one-sided notes sheets allowed). You will be asked to provide at least 2 specific examples.

Section 2 (30%): Same format as midterm (no help allowed), only on material seen from week 8 to 12 only.

## VII. ASSIGNMENT SUBMISSION AND LATENESS PENALTY

Assignments must be received by the due date. Otherwise, a penalty of 10% per day of lateness will be deducted from the assignment grade. Exceptions or special arrangements may be granted before the due date for exceptional reasons such as illness or mortality within the private circle, at my discretion and with relevant written justification.

## VIII. ACADEMIC HONESTY

All students must conform to the University of Toronto's *Code of Student Conduct*. Moreover, students and faculty are equally subject to UoT's *Code of Behaviour on Academic Matters*. These codes are available on the Internet at the following address: <http://www.utoronto.ca/academicintegrity>. The implications of Plagiarism as referenced in the Academic Handbook (Oct. 2012): <http://www.utsc.utoronto.ca/~vpdean/>

## IX. EMAIL POLICY

- Emails will be answered between 9:00 and 17:00 within 48 hours following their reception. This may not apply to weekend days or holidays.
- There will be no teaching via emails. For any question related to the content of the course, come to my office hour or fix an appointment with me.
- To make sure that your emails do not get blocked, please use your UofT email address.
- Guidelines for email etiquette can be found at the following address: <http://www.enough.utoronto.ca/computeruse/eetiquette.htm>

## X. IN-CLASS NOTE TAKING POLICY

Unless you are an Access Ability note taker or are granted a special permission due to an Access Ability related circumstance (with official written justification), the use of laptops, tablets, and smartphones/cellular phones in class is strictly forbidden (in other words, rings must be turned off and all devices kept in bags). The main reasons for this choice are the following:

- Being able to handwrite notes fast and in a readable way is an essential skill in today's world, no matter what path one takes, and helping students improve their notetaking abilities is part of this course's mandate.

- Many studies have shown how the use of laptops and other personal screens in the classroom significantly lowers the grades of both screen users and those around them. See on the matter:
  - \* <http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/>
  - \* <http://hechingerreport.org/lower-test-scores-for-students-who-use-computers-frequently-in-school-31-country-study-finds/>
  - \* <https://www.insidehighered.com/news/2016/05/13/allowing-devices-classroom-hurts-academic-performance-study-finds>

XI. ACCESS ABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (<http://www.utsc.utoronto.ca/~ability/>, located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

XII. IMPORTANT DATES

Sessional dates are available on the Internet at the following address: <http://www.utsc.utoronto.ca/registrar/dates-and-deadlines>

XIII. HCS CERTIFICATES OF ACADEMIC EXCELLENCE

The Department of Historical and Cultural Studies will recognize academically excellent students with a Certificate of HCS Emerging Scholars in each of HCS classes according to the following ratio. The recipients will be awarded the certificates, signed by the Department Chair, at the beginning of the following term. Students with three or more certificates will be prioritized for consideration of opportunities of faculty mentorship, research assistantship, or other potential benefits or honors provided by HCS. This initiative is subject to changes made by HCS at its own discretion.

<b>Number of students enrolled in a course</b>	<b>Number of certificates to be awarded</b>
Up to 20 students	1
21 to 50 students	2
51-100 students	3
More than 101 students	5