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SYLLABUS ARCHIVE

Course and Instructor Information:

Classical Cultures: Introduction to the Ancient Mediterranean

Rebecca Futo Kennedy

Denison University, Department of Classical Studies

Helpful Context:

Course most recently taught in 2020

Average enrollment: n/a

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

It is taught primarily in-person.

It fulfills the humanities general education requirements.

CLASSICS 101: “Classical Cultures” (i.e. Intro to the Ancient Mediterranean)

Professor Rebecca Futo Kennedy (call me Prof. Kennedy)
Fall 2020; Tuesday-Thursday 1:50-3:10 (A-I 1:50-2:25; M-Y 2:35-3:10)
@ Olin 114



COURSE DESCRIPTION: This course provides an overview of the major peoples of the ancient mediterranean world from roughly 2000 BCE-400 CE. The course is designed thematically to enable students to see the integrated nature of the ancient Mediterranean. We explore peoples of the Nile valley (Egypt, Nubia), Western and Central Asia (Mesopotamian regions, the Levant, India), and southern Europe (Greeks and Romans). The emphasis of the course is on understanding the broad trends of the ancient Mediterranean shared by all these diverse groups. We will also address some of the major controversies surrounding these peoples. The course focuses on ancient primary sources with supplemental readings and videos/podcasts from scholars.

COURSE TOPICS:

- Exploring the problems of terminology and frameworks for understanding the ancient past:
 - What is ‘Civilization’? What makes something ‘Classical’? Is there a ‘Western civilization’? Why does this past still matter?
- Examine ancient economies and their dependencies on enslavement and imperialism
- Explore the political and social systems of the various peoples and their prejudices against each other (gender, sexuality, ethnicity, race)
- Examine the rituals, myths, and artistic practices and traditions of the regions and consider how they intersect

The course is divided into 4 units:

- UNIT 1: Terms, Frameworks, and Peoples: The Grand Tour
- UNIT 2: Economies: Slave systems and ‘Empires’
- UNIT 3: Social and Political Systems
- UNIT 4: Rituals, Myths and the Arts

COURSE GOALS AND OUTCOMES:

- Gain a general knowledge of the ancient Mediterranean world and its relevance to modern societies
- Learn to engage diverse cultures within their contexts
- Gain understanding of the complexities of social, political, economic, and religious systems
- Become more critical consumers of modern discourses that (ab)use ancient societies for identitarian, nationalistic, white supremacist, misogynistic, homophobic purposes or for slave apologism.
- Learn to read text and objects, and assess popular internet sources critically against evidence

This course may fulfill the ‘U’ Humanities GE requirement.

ACADEMIC CREDIT POLICY: The university has passed a new academic credit policy to align with minimum standards requirements. Here is the policy:

Minimum standard for courses over one credit. Courses offered for other than one credit are simply multiples of the one-credit standard. Therefore, a four-credit course requires four hours of classroom or direct faculty instruction AND eight hours of out of class student work (for a total of twelve hours of weekly work) over 14 weeks of instruction plus one week of exams. Required hours will be met by both in person and online.

ASSESSMENT: I am not a huge fan of assessments and recognize that this semester could change rapidly, so the below list of assessments is contingent and may change as our circumstances and access to resources change.

<p>Daily Reading/Video/Listening Guides</p>	<p>Questions on each day’s assignments will be provided to give guidance in reading. Students will use them to prepare for class discussions. They will be checked on a credit/no credit basis and will be submitted through Notebowl at least 1 hour before class begins. Students must submit 20 Reading Guides.</p>	<p>1 point each/20 total</p>
<p>Controversies</p>	<p>There will be 4 “Examine the Controversy” assignments. Students will be given a prompt that reflects a major controversy in the study of the ancient world. The assignment is to find three sources on the internet that fall into the different ‘sides’ of the issue and then assess them against each other and our course materials.</p>	<p>15 points each/60 total</p>

Reflections	Students have 2 course reflections. The first is in the first week, the second is in the final week. In the first week, students will reflect on what they are bringing with them into the class in terms of knowledge of, attitudes towards, or biases about the ancient world. In the final week, students will reflect upon what they have learned, how their knowledge/attitudes/biases may have changed and what they will take away from the class generally.	10 points each/20 total
		Total = 100 points

ATTENDANCE POLICY: If you need to miss class, let me know. Normal expectations of class attendance apply--**three free absences then we talk about deductions overall grades**. If you are in a health situation and need to Zoom into class or have a COVID related issue, see below. The goal is to be flexible with students, but any students not experience hardship or disruption should treat this semester as any other.

COVID RELATED POLICIES: The university has provided numerous guidelines for our current health crisis. In addition to the university policies, listed below, please note that it is possible we will switch to online instruction if needed for my or campus health.

In order to reduce the number of students in the classroom at any time, our course will meet in two groups of 12. Group 1 will meet from 1:50-2:25 and consists of students whose last names begin with A-I. Group 2 will meet from 2:35-3:10 and consists of students whose last names begin with M-Y. Each Group will clean their desks before leaving the room. Students in Group 2 will wait until all members of Group 1 have left before entering. **DO NOT SWITCH GROUPS.**

University policies:

Recording Class Sessions: At least one student in this class is remote. In order to facilitate their access to class discussions, this class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course and will be deleted at the end of the Fall 2020 term. The files will be uploaded to Notebowl and will only be accessible to students enrolled in the class and the instructor. Students who post these discussion in any form (edites, whole, etc) will be in violation of university conduct policies and federal privacy in education laws.

Reminder, also, of the university policy on appropriate use of course material:

As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law

For an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>).

In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

Face Coverings: Denison requires all students, faculty, and staff to wear face coverings (face masks or face shields) on campus to promote the health and safety of all community members. This policy includes all academic, office, residential, communal, and athletics spaces. Students must adhere to this policy during all class meetings.

Physical Distancing & Classroom Disinfection: It is the responsibility of all community members to follow all health and wellness protocols established by the institution. This includes maintaining physical distancing and sharing responsibility for sanitized learning spaces.

The classroom space has been arranged to maintain six feet of physical distance between all students and the instructor. Students are expected to maintain that distance.

Classrooms must be disinfected after every class session. In this course, it is a community responsibility to make sure the disinfectant is sprayed after every class session. Students are expected to follow the instructor's guidance regarding plans for sanitizing our learning space.

SCHEDULE OF ASSIGNMENTS

ALL READINGS/VIDEOS/PODCASTS UPLOADED TO NOTEBOWL

If students are interested in reading my own work on many of the topics in this course, they can read the extensive entries on my academic blog "[Classics at the Intersections](#)" (2017-2019 esp). I also have written some books and article on some of these topics,

but books are long. You can ask for my scholarly opinions in class. I try not to assign my work unless it is the only or most recent thing.

All readings, videos, or podcasts listed should be prepared for discussion on the day listed.

Week	Tuesday	Thursday
<p>Week 1: Aug 18 & 20</p>	<p>UNIT 1 Introduction: The Ancient World</p> <p>READ: "Claiming the Classical" Report from the 2019 conference</p> <p>LISTEN: What is Classics? (1 min.)</p> <p>No Daily Assignment Guide</p>	<p>UNIT 1: "Culture" and "Civilization" What are they and who counts?</p> <p>LISTEN: Appiah "Culture" from the BBC podcast 'Mistaken Identities'</p> <p>READ: Blouin "Civilization, What's Up with That?"</p> <p>Optional: https://rfkclassics.blogspot.com/2019/03/classics-culture-civilization-oh-my.html</p> <p>Reflection 1 Due to Notebowl by Friday Aug 21 @ 6pm</p> <p>Daily Assignment #1</p>
<p>Week 2: Aug 25 & 27</p>	<p>UNIT 1: The Idea of the "West" and the 'Classical'</p> <p>READ: Bonnet Intro from The Idea of the West (2004)</p> <p>READ: Lambert "The Future of History: The Old New"</p> <p>Wong: "All (Silk) Roads Lead to ...?: Modern China's Ancient Heritage Diplomacy"</p> <p>READ (optional): Kennedy "On the History of 'Western</p>	<p>UNIT 1: The Grand Tour: Africa and the Peoples of the Nile</p> <p>WATCH: Ancient Egypt 101 (Nat'l Geographic)</p> <p>READ: "In the Land of Kush" (Smithsonian Magazine)</p> <p>READ: Asante " from The History of Africa</p> <p>Daily Assignment #3</p> <p>SLIDES: Ancient North Africa</p>

	<p>Civilization', Part 1"</p> <p>Daily Assignment #2</p>	
<p>Week 3: Sept 1 & 3</p>	<p>UNIT 1: The Grand Tour: Western Asia</p> <p>READ: MacSweeney Selections from Troy: Myth, City, Icon</p> <p>Daily Assignment #4</p>	<p>UNIT 1: The Grand Tour: Central and Southern Asia</p> <p>Mesopotamia 101 (Nat'l Geographic) & The Rise and Fall of the Assyrian Empire (TEDEd)</p> <p>READ: Root "Medes and Persians" 2002 (Start at 'Frame of Reference" on page 2.</p> <p>READ: Greco-Roman perspectives on India</p> <p>SLIDES: Achaemenid Persia</p> <p>DA #5</p>
<p>Week 4: Sept 8 & 10</p>	<p>NO CLASS</p>	<p>UNIT 1: The Grand Tour: Southern Europe (Greece & Italy)</p> <p>READ: Ancient authors on themselves and others</p> <p>DA #6</p> <p>Controversy #1</p> <p>Aliens built what?!</p> <p>Final version due Friday Sept 11 by 6pm.</p>
<p>Week 5: Sept 15 & 17</p>	<p>UNIT 2: Economies: Interconnected Networks</p> <p>READ: Backman "Piracy" (2014)</p>	<p>UNIT 2: Economies: Slave systems</p> <p>READ: Lewis on Early Greek</p>

	<p>WATCH: Interview with Prof. Dimitri Nakassis (Univ. of Colorado, Boulder)--for reference (optional), "The World of the Griffin Warrior" and "Debunking the Dorian Invasion" (short video)</p> <p>DA #7</p>	<p>enslavement; Joshel on Roman enslavement</p> <p>WATCH: From Slave to Rebel Gladiator: Spartacus (TEDEd)</p> <p>DA #8</p>
<p>Week 6: Sept. 22 & 24</p>	<p>ONLINE CLASS</p> <p>UNIT 2: Economies: Labor and Daily Lives</p> <p>WATCH: Day in the Life of an Egyptian Doctor (TEDEd) and Ancient Rome's Most Notorious Doctor (TEDEd)</p> <p>READ: Kennedy "Working Women, not 'Working Girls'" from <i>Immigrant Women in Athens</i> (read Ch 5, starts on p 71 of PDF); Mau on Fullers and Tanners in Roman Pompeii</p> <p>DA #9</p>	<p>NO IN PERSON CLASS--ONLINE Q&A session</p> <p>UNIT 2: Economies: Empires 1</p> <p>Alexandria: Crossroads of Empires</p> <p>READ: "Raising Alexandria"</p> <p>WATCH: Interview with Dr. Katherine Blouin (University of Toronto) on Greco-Roman Egypt, colonialism, and empire</p> <p>WATCH: "What really happened to the Library of Alexandria?" (Ted Ed); "The murder of ancient Alexandria's greatest scholar"</p> <p>DA #10</p>
<p>Week 7: Sept 29 & Oct 1</p>	<p>NO IN PERSON CLASS--ONLINE Q&A session</p> <p>UNIT 2: Empires 2 (Rome & Asian empires--early Silk Road?)</p> <p>WATCH: Interview with Dr. Khodadad Rezakhani (UCLA) on the economies and religions of</p>	<p>ONLINE CLASS</p> <p>UNIT 2: Economies</p> <p>Mobility and Immigration</p> <p>WATCH: Interview with Prof. Salakshmi Ramgopal (Columbia University) on Mobility in the Roman Empire AUDIO ONLY</p>

	<p>central Asia AUDIO ONLY</p> <p>READ: Roman sources on Parthians</p> <p>READ: Kushan Empire through art (Met museum)</p> <p>DA #11</p>	<p>READ: Kennedy plus ancient sources on Athenian metics (You can just read the essay and not all the sources)</p> <p>READ: Moatti Immigration and Rome</p> <p>DA #12</p>
<p>Week 8: Oct 6 & 8</p>	<p>UNIT 3: Socio-Political Issues</p> <p>Women and Gender</p> <p>READ: Medea! Euripides' Medea; Ovid Letter from Medea to Jason (scroll down to #12 Medea and Jason)</p> <p>DA #13</p>	<p>UNIT 3: Socio-Political Issues</p> <p>Sexualities</p> <p>READ: Plato's Symposium, Speech of Aristophanes on Love (audio version); Gillies "The Body in Question"</p> <p>DA #14</p>
<p>Week 9: Oct 13 & 15</p>	<p>UNIT 3: Socio-Political Issues</p> <p>Multiethnic/cultural Ancient Mediterranean</p> <p>READ: Foundation Myths Lopez-Ruiz 310-329; 346 (Theseus)-367 (pictures on p 382ff)</p> <p>DA #15</p>	<p>UNIT 3: Socio-Political Issues</p> <p>Multiethnic/cultural ancient Mediterranean</p> <p>READ: Ancient sources on race/ethnicity</p> <p>READ: Whitmarsh 'Black Achilles'</p> <p>A Twitter Debate on skin color of ancient Romans (and Greeks) (make sure to clicky-click on the links to the twitter threads--they are special)</p> <p>DA #16</p>

<p>Week 10: Oct 20 & 22</p>	<p>UNIT 3: Socio-Political Issues</p> <p>Is there Race in Antiquity?</p> <p>READ: Kennedy "Is there a race and ethnicity in antiquity?";</p> <p>Dench on Race and Rome</p> <p>DA #17</p>	<p>UNIT 3: Socio-Political Issues</p> <p>Monarchies, Oligarchies, Republics, and Democracies</p> <p>READ: Herodotus, Polybius, 12 Tables, Gortyn law code</p> <p>WATCH: Interview with Dr. Sydnor Roy (Texas Tech) on ancient political systems and thought</p> <p>DA #18</p>
<p>Week 11: Oct 27 & 29</p>	<p>Project #2</p> <p>Identities in antiquity (paper and/or audio-visual)</p> <p>NO CLASS--open student hour</p> <p>Papers due to Notebowl by Wed Oct 28 @ 6pm</p>	<p>UNIT 4: Religions and Arts</p> <p>Myths, Rituals, Cults: Origins of the World</p> <p>READ: Origin Myths Lopez-Ruiz 1-32</p> <p>DA #19</p>
<p>Wee 12: Nov 3 & 5</p>	<p>UNIT 4: Religions and Arts</p> <p>Myths, Rituals, Cults: Origins of the World</p> <p>READ: Origin Myths Lopez-Ruiz 32-68</p> <p>DA #20</p>	<p>UNIT 4: Religions and Arts</p> <p>Temples and Tombs</p> <p>READ: Homeric Hymn to Demeter</p> <p>WATCH: Dr. Debbie Sneed on Temple ramps</p> <p>DA #21</p>

<p>Week 13: Nov 10 & 12</p>	<p>UNIT 4: Religions and Arts</p> <p>Myths, Rituals, Cults 2</p> <p>The Cult of Isis</p> <p>READ: Plutarch on Isis and Osiris</p> <p>WATCH: Interview with Bethany Hucks (PhD Candidate, Heidelberg) on the cult of Isis and Greco-Roman Egyptian stuff</p> <p>DA #22</p>	<p>UNIT 4: Religions and the Arts</p> <p>Literature</p> <p>“Daphnis and Chloe” by Longus (an ancient adventure/romance novel)</p> <p>DA #23</p>
<p>UNIT 4: Nov 17 & 19</p>	<p>UNIT 4: Religions and the Arts</p> <p>Ceramics & Paintings (two images at DA for consideration)</p> <p>DA #24</p>	<p>UNIT 4 Religions and the Arts</p> <p>Sculpture (images at DA for consideration)</p> <p>Optional reading: “Hercules in White: Classical Reception, Art And Myth” (short online article)</p> <p>DA #25</p>
<p>FINAL PROJECTS: 1. Final Project: Monuments--ancient art and architecture and their reception 2. Reflection 2</p> <p>DUE TO NOTEBOWL TUESDAY DEC 1 by 11am (scheduled university final time)</p>		

ADDITIONAL UNIVERSITY POLICIES

Statement on Academic Integrity: Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.

Statement regarding Students with Disabilities: Students with a documented disability who wish to request reasonable academic accommodations based on the impact of a disability should complete a Request for Academic Accommodations/Faculty Notification form with the Academic Resource Center (ARC) located in 020 Higley Hall and contact me privately as soon as possible to discuss specific needs and arrangements. I rely on the Academic Resource Center (ARC) to verify the need for reasonable accommodations based on the documentation on file in that office. Reasonable accommodations cannot be applied retroactively and therefore ideally should be enacted early in the semester as they are not automatically carried forward from a previous term and must be requested every semester.

Statement on the Writing Center: The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center welcomes student writers with all varieties of backgrounds and college preparation, including multilingual writers. Should a multilingual writer need writing assistance that exceeds the abilities of consultants, the writer can be referred to the Coordinator for Multilingual Learning. The Center is located on the fourth floor of Barney-

Davis Hall. Please consult the Writing Center page on MyDenison for specific information regarding hours of availability.

Statement on academic support for students who use English in addition to other languages (L2 or Multilingual Support): In addition to the academic support services available to all Denison students, students who use English in addition to other languages can meet with Denison's Coordinator of Multilingual Learning, Kalynda Thayer. If English is not your first or only language, please consider utilizing this resource, which is available to ALL Denison students. Ms. Thayer offers a variety of support for L2 students, including consulting with you about your written language (grammar, syntax, word-choices), strategies to manage your reading assignments, assistance with class conversation and presentations, and help devising ways to develop and effectively use all your skills in English. You can email her at thayerk@denison.edu to schedule an appointment.