The Ancient World
HIST 4390.001 - Spring 2016

Professor: Adam Costanzo, adam.costanzo@tamucc.edu, 361-825-2217

Office Hours: Mon: 1pm-3pm, Tues: 12:15pm-2:15pm, Wed: 1pm-2pm
Office Location: Faculty Center 274A

Course Meeting Time and Place
MWF 12-12:50pm, OCNR 133

Course Description and Primary Themes
This course examines the origins and ancient history of the human race. Because this is a World History course, we will take humanity (rather than any particular people, place, or nation state) as our primary unit of study. We will begin with the evolution of Homo sapiens in Africa and continue through approximately the 4th century CE. Topics to be covered include the formation of cultures, societies, states, and empires around the world. In particular, we'll focus on the ancient societies that formed in Egypt, Southwest Asia, India, China, and the Mediterranean. Throughout the course, we’ll explore the dual themes of interconnectedness and divergence, looking out for the forces and developments bringing people together around the world and those making different people and regions distinct from one another. Examining broad topics like religion, government, technology, and gender relations will help us make those comparisons across states and cultures.

The course will also develop your abilities to analyze historical evidence and make historical arguments based on that evidence. Finally, we will work to develop your writing, speaking, and analytical skills in papers as well as in-class debates, discussions, and historical role playing.

Student Learning Outcomes
Students who successfully complete this course will:
• understand and describe the origins and development of the human species as well as its spread around the world
• identify the similarities and differences between the various cultures and societies of the Ancient World
• evaluate the arguments made and evidence used by historians who write about the Ancient World
• craft and convey an argument in both formal written papers and in formal speeches made before the class

Expectations & Responsibilities
You can expect the following from me as an instructor. I will:
• Create and foster a safe and stimulating learning environment in which you can take intellectual risks;
• Facilitate intellectual inquiry;
• Clarify expectations, provide assignment examples, and teach the skills needed to complete assignments,
• Assess and provide feedback for student work in a fair and timely manner,

I will expect you, as a student, to:
• Share ideas and listen to others;
• Respect our learning environment, your peers, and the instructor.
  o If you are late, please enter quietly and take the nearest seat so that you disturb as few people as possible.
  o Silence your cell;
  o Feel empowered to tell others if their behavior inhibits your ability to learn;
  o If you don’t feel quite that empowered, feel free to let me know if there are any such issues in the classroom;
• Come prepared to learn and participate;
• Read assignments before coming to class; and
• Alert me to any concerns you may have and seek help when needed.

Required Reading
The following books are available at the TAMUCC bookstore or at any number of local or online retailers. Copies will also be on reserve at the TAMUCC Library.


Material distributed in class or electronically may also be required.

Required Supplies
The papers and assignments for this class will require consistent access to word processing software and other online resources.
Grading
Grades are based upon your performance on the following:

- Gilgamesh Paper: 10%
- Reacting to the Past Speech/Paper #1: 15%
- Reacting to the Past Speech/Paper #2: 15%
- Weekly in-class Writing: 25%
- Comparative Historiography Paper: 15%
- Class Participation (including the Reacting Game): 20%

Final letter grades will be assigned based on the following total percentages.

- Over 90% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60 = F

Note that grades will be rounded up or down to whole numbers. Thus, an 89.50 will receive an A, while an 89.49 will receive a B.

Attendance and Participation Policy
Participation in our in-class discussions and the Reacting to the Past game counts for 20% of the course grade. In addition, the weekly in-class writing counts for another 25% of the course grade. Students who frequently miss class will find it quite difficult to pass the course.

Outside of the Reacting game, credit for participation will mean coming to class each class period ready to discuss that week’s reading and any documents we may read or examine in class. You will have the opportunity to share your thoughts in both large and small group discussions. Asking questions; offering your ideas and opinions; and building upon the ideas offered by others all count as participation during those sessions.

During the Reacting sessions (scheduled on Fridays) credit for participation will require coming to class prepared to represent your character, treating other players with respect, and acting in the interests of your character as defined by their dossier.

If you have a legitimate reason to be absent from any of our sessions let me know as soon as possible so that, if appropriate, we can make accommodations for missed work.

Writing Assignments
This course includes several different types of writing assignment each of which will help to hone different types of skills used by historians. The entries below offer only a basic overview of the work required. Full details about each assignment will be provided in class.

At the start of class during our Monday sessions each week you will complete a brief (10-20 minute) in-class writing assignment. These
will essentially serve as mini exams, testing your knowledge and understanding of the reading material assigned for that week. These assignments will take the place of longer, more formal exams.

Early in the course (in week three), you will write a four to five page paper examining the Epic of Gilgamesh and what insights it might provide us into ancient Sumerian life.

Toward the end of the course another four to five page paper will be due. This one will involve exploration of professional historians’ interpretations of one or more of the longer texts we’ll be reading during the second half of the course: Confucius’ Analects, The Bhagavad Gita, the early writings of the Buddha, and Maccabees 1 and 2. This comparative historiography paper will be due in week 13.

**Reacting to the Past**

Over the course of the semester we will prepare for, play, and then examine the results of a historical reenacting role playing game called “Threshold of Democracy: Athens in 403 BCE.” This game is one of several published under the general title “Reacting to the Past.” When you see that phrase on the syllabus, it refers to work or reading we’ll be doing for the game.

In the game, each student will be assigned a particular historical character (many of whom are based on actual people). Early in the term you’ll receive a dossier explaining your character’s biography, their goals and motives for the game, and the conditions upon which your character can be considered to have “won” the game. During the game, the players/characters will discuss and decide how to deal with a number of issues facing the city-state of Athens in the aftermath of the Athenians’ defeat in the Peloponnesian War.

During the term each student will compose two Reacting papers that will also (in most cases) be given as speeches during the game. The exact nature of each assignment will differ from student to student based upon their character’s place in the Athenian community. The papers should be four to five pages in length, with the understanding that time restrictions may require that the speech given in class be limited to an abbreviated version of the text. Those time restrictions will be calculated once the exact number of players is known. The due dates for these papers/speeches will also vary somewhat by character. In general one will be due during the first three game sessions (weeks 6-8) and one during the last three games sessions (weeks 10-12).

**Citation, Plagiarism, and Academic Honesty Policies**

All work that you turn in for this class must be your own creation and based upon your own ideas. The “Academic Honesty” policies described in the TAMUCC Undergraduate Catalog apply to all assignments and exams in this course. Per that policy, students who turn in work that is not their own will fail the assignment.
In particular, the course will have a **zero tolerance policy for plagiarism**. Any amount of plagiarism in an assignment will result in an automatic zero for that assignment.

In class, we will discuss different types of plagiarism and academic dishonesty as well as how to avoid them. If you have any questions whatsoever about how to complete an assignment or how to properly use or cite information from our course materials, library resources, or the internet, let me know and I’ll be happy to help.

**Late and Missed Work Policy**

Papers, including speeches prepared for the Reacting to the Past game, will not be accepted late. Because you’ll be writing multiple assignments across the term, there simply won’t be time for you to fall behind on one assignment without it negatively affecting those that follow. Also, the integrity of the game will require that all participants come ready to play their part.

If you have a legitimate excuse for missing a class period (especially those in which you will do in-class writing) you’ll need to contact me right away about the issue so that some type of accommodation can be made.

**Communication Policy**

Other than visiting my office hours, email is the best way to get in touch with me. It is my goal to respond to inquiries and comments received via email in a prompt and reasonable amount of time. If you send me an email and do not get a response within two business days, you should feel free to send a follow up email.

Before writing to me, please make every effort to answer the question on your own. For example, information on this syllabus is always available to you since it is posted on Blackboard. Similarly, your campus email is capable of saving all messages you might receive about the course. Emailing me to find out what the reading is for a given day or what building my office is in would be quite inefficient (not to mention a bit inconsiderate.)

**Hurricane Policy**

In the event of a hurricane, I will follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, of course, we will push the course requirements to the next official class meeting. If an exam date is cancelled, the exam will be held during the next official class meeting. If we will be deviating from the above policy in any way, I’ll announce it to the class via email.

**ACADEMIC ADVISING**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by
the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://www.tamucc.edu/~aac.

DISABILITY SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean's Office.

Lecture, Reading, and Assignment Schedule
The following schedule describes the reading and writing assignments for the class; the lecture topics to be covered each week; and the schedule for the semester-long Reacting to the Past game. In general, we’ll be spending each Friday preparing for and playing the Reacting to the Past game.

Each reading assignment should be completed before the class meets. If you haven’t read the week’s reading when we discuss it in class, you won’t be able to take part in our discussion and earn participation credit. You also won’t be able to successfully complete the weekly in-class writing assignments. Note that the dates below are for planning purposes and may change depending on events that occur throughout the semester. All readings in the Reacting to the Past column refer to the Reacting gamebook (Threshold of Democracy). Any reading assignment listed that does not appear on the book list above will be provided as a handout or as a web link.
<table>
<thead>
<tr>
<th>Week</th>
<th>Textbook Reading Due Monday</th>
<th>Other Reading Due Wednesday</th>
<th>Reacting Reading Due Friday</th>
<th>Mondays &amp; Wednesdays Lecture and Discussion Subjects</th>
<th>Fridays Athens in 403 BCE Role Playing</th>
<th>Writing Assignments Due Wednesday</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20-1/23</td>
<td></td>
<td></td>
<td>Course Intro, Big History and Human evolution</td>
<td>continue course intro</td>
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<td>2</td>
<td>1/24-1/30</td>
<td>Creation Myths Reader ch1</td>
<td>Intro and Historical background pp. 2-53</td>
<td>Agriculture and Migration</td>
<td>RP 1: Game Intro and Speaker Training</td>
<td>Gilgamesh Paper</td>
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<td>3</td>
<td>1/31-2/6</td>
<td>Gilgamesh</td>
<td>Republic Parts 1 and 2 pp. 95-147</td>
<td>Mesopotamia and Harappan Culture</td>
<td>RP 2: Microgame: Athens Besieged</td>
<td>Gilgamesh Paper</td>
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<td>4</td>
<td>2/7-2/13</td>
<td>Reader pp. 19-27</td>
<td>Republic Parts 3 through 5 pp.147-199</td>
<td>Egypt and Early China</td>
<td>RP 3: Ancient Athens Historical Context</td>
<td>Reacting Speech or Paper 1</td>
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<td>5</td>
<td>2/14-2/20</td>
<td>Reader pp. 36-74</td>
<td>Pericles Funeral Oration pp. 89-94</td>
<td>Nomads, State formation</td>
<td>RP 4: Discussion of Republic</td>
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<td>6</td>
<td>2/21-2/27</td>
<td>Reader pp. 79-92</td>
<td>Xenophon’s Hellenica pp. 226-35</td>
<td>Assyrians, Persians</td>
<td>RP 5: Game Session 1</td>
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<td>7</td>
<td>2/28-3/5</td>
<td>Reader pp. 75-78</td>
<td>Plato’s Protagoras pp. 200-02</td>
<td>Vedic Culture</td>
<td>RP 6: Game Session 2</td>
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<td>8</td>
<td>3/6-3/12</td>
<td>Xenophon’s The Economist pp. 213-226</td>
<td>Early Zhou Empire</td>
<td>RP 7: Game Session 3</td>
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<td>break</td>
<td>3/13-3/19</td>
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<td>9</td>
<td>3/20-3/26</td>
<td>Confucius’s Analects</td>
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<td>Eastern Zhou China &amp; Americas</td>
<td>Good Friday (Can't plan a session b/c college may cancel class.)</td>
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<td>10</td>
<td>3/27-4/2</td>
<td>Bhagavad Gita</td>
<td>Review Republic Part II</td>
<td>South Asia &amp; SS Africa</td>
<td>RP 8: Game Session 4</td>
<td>Reacting Speech or Paper 2</td>
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<td>12</td>
<td>4/10-4/16</td>
<td>Buddha’s Writings Reader pp. 138-40</td>
<td>Plutarch’s Life of Cimon pp.209-13</td>
<td>Buddhism, Silk Road</td>
<td>RP 10: Game Session 6</td>
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<td>13</td>
<td>4/17-4/23</td>
<td>Reader Ch7 (items on China)</td>
<td>Han China</td>
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<td>RP 11: Post-Mortem 1: Discuss Game and Reality</td>
<td>Comparative Historiography Paper</td>
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<td>14</td>
<td>4/24-4/30</td>
<td>Reader Ch7 (items on Rome)</td>
<td>Roman Empire</td>
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<td>RP 12: Post-Mortem 2: Discuss Democracy</td>
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<td>15</td>
<td>5/1-5/7</td>
<td>TBD: Subject determined by student survey.</td>
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<td>Final Exam (date TBD) Full Course Postmortem</td>
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Spring 2016 – History 4390.001 Syllabus  
Page 7 of 7