The Ancient World
HIST 3307.001 – Spring 2018

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

Office Hours: MW: 10am-12:00pm and F: 10am-11am
Office Location: Faculty Center 274A

Course Meeting Time and Place
T, Th 9:30 to 10:45am – Center for Instruction room 107

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 in class

Expectations & Responsibilities
You can expect the following from me as an instructor. I will:

- Foster a safe and stimulating learning environment in which you can take intellectual risks;
- Facilitate intellectual inquiry;
- Clarify expectations 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.
- Come prepared to learn and participate, having read required assignments before 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.


Lazrus, Paula Kay. To Farm or not to Farm: Hunter Gatherers in Transition. Copyright PK Lazrus, 2015. [To be provided by the professor as a free PDF.]

Grading
Grades are based upon your performance on the following:

- Weekly Textbook Museum Placard Texts: 20%
- Attendance and Participation in Class: 15%
- Attendance, Participation, and Performance in the Reacting Games: 10%
- Hunter Gatherers in Transition Game Group Oral Tradition Assignment: 10%
- Hunter Gatherers in Transition Game Individual Reflection Paper: 10%
- Athens Game Paper #1: 10%
- Athens Game Paper #2: 10%
- Final Exam: 15%

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. Students who frequently miss class will find it quite difficult to pass the course.

Outside of the Reacting games, 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 credit for participation will require coming to class prepared to represent your characters, treating other players with respect, and acting in the interests of your characters as defined by their dossiers. 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 and on Blackboard.

Each week you will write the text for a pair of **placards that might hang in a historical museum**. One will provide the big-picture, historical context of the subject you read about in the textbook reading for that week. The second will provide informative and interpretive text about an artifact or image of your choice from that section of the textbook. Each of these placard texts will be strictly limited to between 150 and 200 words. They are due by 11:59pm on Monday night prior to our discussion of that material in class on Tuesday. The lowest two grades of these assignments will be dropped.

Reacting to the Past
Over the course of the semester we will prepare for, play, and then examine the results of two historical reenacting role playing games called “Hunter Gatherers in Transition” and “Threshold of Democracy: Athens in 403 BCE.” These games are two of many 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 those games.

In the games, each student will be assigned particular historical characters. For each game, 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 Hunter Gatherers in Transition (HGIT) game, you’ll work with a group to create an **oral tradition** for your group that contains information to be passed down from one generation to the next. You’ll likely perform from memory all or part of that tradition in class. In addition, you’ll write a reflection paper about the game and the research that your team did in order to construct the oral tradition.

During the Athens game, each student will compose **two 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 9-11) and one during the last three games sessions (weeks 12-14).

Final Exam
The course will conclude with a **final exam** that asks you to draw connections between the various themes discussed in the course content with the insights gained from the two Reacting games.

Late and Missed Work Policy
Weekly Placards and other Papers (including speeches prepared for the Reacting to the Past games) 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, you’ll need to contact me right away about the issue to see if some type of accommodation can be made.
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.

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.

Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
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.

Disabilities Accommodations
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 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.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6th, 2018 is the last day to drop a class with an automatic grade of “W” this term.

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. 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>Dates</th>
<th>Monday &amp; Tuesday</th>
<th>Tuesday In-Class</th>
<th>Wednesday &amp; Thursday</th>
<th>Thursday In-Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16-1/20</td>
<td></td>
<td>Athens Besieged</td>
<td>Creation Myths Handout</td>
<td>Personal Profile</td>
</tr>
<tr>
<td>2</td>
<td>1/21-1/27</td>
<td>WTWA Ch1: 2-23</td>
<td>Migration</td>
<td>Gilgamesh Tablets 1-5</td>
<td>Gilgamesh Notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museum Placards</td>
<td></td>
<td></td>
<td>Gilgamesh Discussion &amp; Secondary Source Research</td>
</tr>
<tr>
<td>3</td>
<td>1/28-2/3</td>
<td>WTWA Ch1: 23-41</td>
<td>Agriculture</td>
<td>Gilgamesh Tablets 6-11</td>
<td>Gilgamesh Notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museum Placards</td>
<td></td>
<td></td>
<td>Gilgamesh Discussion &amp; HGIT Session 1: Role Distribution</td>
</tr>
<tr>
<td>4</td>
<td>2/4-2/10</td>
<td>WTWA Ch2: 42-61</td>
<td>Mesopotamia and Harappan Culture</td>
<td>Hunter Gatherers in Transition (HGIT Student Handbook: 1-32</td>
<td>HGIT Session 2 Faction Meetings</td>
</tr>
<tr>
<td>5</td>
<td>2/11-2/17</td>
<td>WTWA Ch2: 62-83</td>
<td>Egypt and Early China</td>
<td></td>
<td>Group Epic, Game Prep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museum Placards</td>
<td></td>
<td></td>
<td>HGIT Session 3</td>
</tr>
<tr>
<td>6</td>
<td>2/18-2/24</td>
<td>WTWA Ch3: 84-121</td>
<td>Nomads, State formation</td>
<td></td>
<td>Game Prep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museum Placards</td>
<td></td>
<td></td>
<td>HGIT Session 4</td>
</tr>
<tr>
<td>7</td>
<td>2/25-3/3</td>
<td>WTWA Ch4: 122-138</td>
<td>Assyrians, Persians</td>
<td></td>
<td>Group Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museum Placards</td>
<td></td>
<td></td>
<td>HGIT Session 5: Finale</td>
</tr>
<tr>
<td>8</td>
<td>3/4-3/10</td>
<td>WTWA Ch4: 139-149</td>
<td>Vedic Culture</td>
<td>Threshold of Democracy (ToD) Ch1-4: 3-87</td>
<td>Reflection Papers Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museum Placards</td>
<td></td>
<td></td>
<td>Ancient Athens, Role Distribution, Faction Meetings</td>
</tr>
<tr>
<td>9</td>
<td>3/11-3/17</td>
<td></td>
<td></td>
<td>Spring Break (Lots of reading to do!)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Athens Game Session 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Athens Game Session 2</td>
</tr>
<tr>
<td>12</td>
<td>4/1-4/7</td>
<td>WTWA Ch5: 171-197</td>
<td>Museum Placards</td>
<td>The Americas, South Asia &amp; SS Africa</td>
<td>Session 3 Papers/Speeches</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Athens Game Session 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Athens Game Session 4</td>
</tr>
<tr>
<td>14</td>
<td>4/15-4/21</td>
<td>WTWA Ch7: 238-55</td>
<td>Museum Placards</td>
<td>Han China</td>
<td>Session 5 Papers/Speeches</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Athens Game Session 5</td>
</tr>
<tr>
<td>15</td>
<td>4/22-4/28</td>
<td>WTWA Ch7: 256-77</td>
<td>Museum Placards</td>
<td>Roman Empire</td>
<td>Session 6 Papers/Speeches</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Athens Game Session 6</td>
</tr>
<tr>
<td>16</td>
<td>4/29-5/2</td>
<td>Course Conclusion &amp; Athens Postmortem</td>
<td></td>
<td></td>
<td>No Thursday Class in week 15</td>
</tr>
<tr>
<td>17</td>
<td>5/4-5/10</td>
<td></td>
<td></td>
<td></td>
<td>Finals Week: Final Exam 5/8 @ 11am</td>
</tr>
</tbody>
</table>

Shaded sections represent Reacting to the Past activities.