

History 118: The Ancient Near East, Greece, and Rome Fall 2015



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Welcome to History 118: The Ancient Near East, Greece, and Rome! This course will survey cultures around the Mediterranean from the beginnings of history to the disintegration of the Roman Empire. Our course falls into three sections. We will begin by focusing on the ancient Near East, looking briefly at prehistory and examining in more detail the first cities and empires of ancient Mesopotamia and Egypt. In the second part of the course, we will study the rise and fall of ancient Greece and the Hellenistic Age. Finally, we will explore the Roman world, from Republic to Empire to the disintegration of Rome and the beginnings of the middle ages. Our approach will be largely chronological, that is to say, we will mostly consider events and trends in order from the earliest to the latest. The problem with a purely event-centered history, however, is that it prioritizes changes over continuities and political events over everyday life. For this reason, we will pause our chronological survey at various moments to focus on topics such as daily life, literature, social structure, and religion. Most classes will involve at least some lecture, but we will also have ample opportunity for discussion and debate, particularly when working on primary sources. As a 100-level history course (one which fulfills the M1 LinC requirement), this course will also introduce you to the study of history itself. We'll think about the ways in which the ancient past continues to shape the present, and we'll examine the methods that historians use to uncover it.

Goals of the Course

By the end of this course, you should have improved your ability to do the following:

1. *think historically.* In other words, you should be able to make comparisons and contrasts between different times and places and formulate arguments about the causes of historical change.
2. *understand the importance of primary sources in producing historical knowledge and the issues involved in interpreting them.* In this course, we will look closely at written primary sources and at material objects (things like skeletons, jewelry, coins, and architecture), and we will talk about both what they can and cannot tell us. We will examine primary sources both in class and in written assignments.
3. *understand the overall sequence of events and trends in ancient Mediterranean history.* You need not fixate on dates and facts, but you do need an approximate sense of chronology so you can understand how cultures developed. In order to understand the emergence of Western monotheistic religions, for example, you need to know that Moses lived before Jesus.
4. *identify the fundamental features of Mediterranean geography.* You should be able to locate on a map the most important places covered in this course. You should also be aware of the ways in which the natural landscape influenced cultural development and of the ways in which humans transformed their environments. Maps showing the places you need to be able to locate will be distributed in class. The class schedule lists the date by which you need to know each place.
5. *appreciate the different methods and approaches that historians take.* Historians make choices about what kinds of information they prioritize in their treatments of the past and about how they use it. Some place most emphasis on political events and developments. Others are more interested in the everyday lives of people in the past. The writing assignments will give you insight into some of the methods that historians use in analyzing primary source texts.
6. *read and think carefully and critically.* You should habitually question and test your reading, whether from your textbook or from primary sources, rather than accepting it simply because it is written down. We will apply skills of critical reading particularly to the primary sources we examine in class and as part of writing assignments. Please don't hesitate to ask questions and raise counter-arguments: debate and discussion are great ways to engage with the course material. Pop quizzes will help inspire you to keep up with this reading!
7. *write and speak effectively.* You will write a lot for this class! Lab assignments will require, in total, at least eight pages of thoughtful, carefully proofread, writing. In addition, this course will enable you to practice effective speaking, learning from one another by sharing ideas, data, and questions, both in small groups and among the class as a whole, and by participating in presentations.

This course fulfills category M1 of the Learning in Common requirements.

Required Textbooks and Materials

You need the following for this course:

- D. Brendan Nagle, *The Ancient World: A Social and Cultural History* (8th edition, Pearson, 2014).
- Handouts, mostly of primary sources (we'll talk in class about how to get hold of this). Please bring the appropriate primary sources, or a means of accessing them, to class each day.

In addition, I will be providing you with some materials in class. If you miss class on days when these are distributed, please make sure to come by my office and get a copy.

How College History Courses Differ from High School History Courses

For most of you, this will be the first history course you will have taken at college. Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- You will be expected to read much more, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time.
- You can expect to work, on average, 6-7 hours per week *outside of class* preparing for this course. Some weeks will require less; others (especially before a writing assignment is due or an exam is scheduled) will require more.
- You will need to work on your note-taking skills. Many of our class sessions will consist mainly of lectures, in which I will present information, theories, and arguments about our topic for the day. I will always begin with a PowerPoint outline of the main topics to be covered (if you come in late, you may miss this). I suggest that you do not try to write down every word I say but rather that you note the most important information and arguments. My PowerPoints do not contain everything you need to write down, because students learn better when they need to decide for themselves what information is most important. Even so, you may want to organize your notes under the headings I provide in my outline. Depending on the size of your writing, you should probably come away from class with 3-4 pages of notes each day. If you are having trouble with note-taking, I recommend that you visit the Learning Services Center and talk with the people there about note-taking strategies. You will often find that much of the material I cover is also discussed in some form in the textbook: the aim of my lectures is not to repeat information, however, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, please don't tune out because a particular topic is also covered in the textbook.
- Compared with high school, you will probably have fewer tests and exams. Each of these tests and exams, however, will count for a higher percentage of your grade. Because there are fewer exams, you will need to retain information longer and make broader comparisons and contrasts across time periods. The final exam will include a comprehensive question that will require you to reflect back on course material from throughout the semester. The purpose of this is that it will enable you to tie together material that you have learned and see the connections among different places and periods.
- You will probably receive more feedback on each assignment than most of you received in high school courses. I strongly recommend that you read carefully the comments on each paper and exam and use these to guide you in subsequent assignments.
- Good writing matters a great deal in this course and in other history courses. Writing is a process involving revision and editing. Papers which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your assignments to the Writing Center and asking the tutors there to help you look over them. (Do note that you need to make appointments with the Writing Center in advance.)
- Grades, on the whole, will be lower than you were accustomed to receiving in high school courses. The average grade in my 100-level classes in the last few semesters has ranged between a C and a B-. Grades of A or A- are rare and are reserved for work of true excellence.

Please don't be hurt or offended when an assignment or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools. This does *not* mean that no one will get an A! I very much hope that some students will indeed earn As, but the amount of work needed for an A will be higher than was needed in high school.

I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level history courses.¹ I really want to see you do well in this course and would be happy to talk with you individually: please email me to set up a time or come and see me during my office hours (listed on page 1 of the syllabus).

Attendance Policy

Attendance is not required in this course, but it is very highly recommended. Much of what we cover will build on previous classes, and those who are absent will find it hard to understand the patterns and narratives of history. Those who miss class frequently will also miss pop quizzes (see below, under 'Evaluation') and will find it impossible to do well on class participation. In addition, they will miss seeing PowerPoint slides, some of which will form the basis of examination questions.

Academic Honesty Policy

I expect that you will complete all quizzes, exams, and papers in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian's Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent. Let me clarify two particular occasions when it is legitimate (and even desirable) to use the help of others:

First, while I expect that you will write all assignments & exams on your own, I *do* encourage you to discuss with each other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about a paper assignment. Perhaps, for instance, you are puzzled about how to interpret the story of Gilgamesh. Your friend, after listening to you, might make an observation or suggestion. As you write your paper, it is legitimate to explain and respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, "In talking about this reading with [your friend's name], he/she suggested that the best way to understand Gilgamesh's story is [your friend's suggestion]. This makes good sense to me because ..." In other words, signal clearly which things are someone else's opinion and which things are your own.

Second, I encourage you to seek help with writing. In this course, it is perfectly legitimate to ask others to read over your papers and look for errors of spelling, grammar, and expression. You might also ask others to look over your written work and help you with organization and structure. I am happy to read drafts of papers if you give me advance warning. I also encourage you to use the Writing Center. It is good practice to insert a footnote in your assignment in which you thank anyone who has read and commented on a draft. Here's an example.²

¹ For pointing out some of the differences between high school and college history classes, I am indebted to the article by Robert J. Gough, "What We Should Know about Precollegiate Learning," *Perspectives* 42 (January 2004), 37-9.

² I am grateful to Marianne Cutler, of East Stroudsburg University, for proofreading this syllabus for me.

Inclusive Language Policy

Moravian College policy strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For instance, rather than writing about “mankind,” write about “people” or “humankind.” Rather than use the term “he” when referring to a person in the abstract (as opposed to a specific individual), replace it with “they” or “he/she.” This mindfulness about language reflects Moravian’s commitment to a tolerant and inclusive campus community. I would be happy to answer any questions you might have about inclusive language or to work with you to find ways to make your language more inclusive.

Policy on Food and Beverages

I have no problem with you bringing beverages into class. I ask you, however, not to bring food, since it is distracting for others.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support Office. I am happy to do what I can to treat you fairly and help you succeed.

Expectations about Workload

Since this is a 4-credit hour course, Moravian College expects that you should work at least 174 hours on class work throughout the semester. Here’s how my estimates of the time required break down:

In-class hours: 34.5

(15 weeks of 70 minutes, minus spring break, plus a 3-hr final exam)

Out-of-class preparation (reading, outlining, rewriting of notes etc.): 98

(14 weeks of 7 hours a week)

Lab assignments: 20

Study for Midterm and Final exams: 20

Meetings with me and Writing Center tutors to discuss papers, exams and readings: 2

Total: 175.5 hours

Of course, these hourly totals may vary from person to person. One student may read more efficiently but take longer to write papers, for instance. I hope they are helpful to you, however, as my best estimate of the amount of time you should be working for the course.

Evaluation

15%	Quizzes (3% each)
30%	Lab Reports (6% each)
30%	Midterms (15% each)
20%	Final Exam
5%	Class Participation

QUIZZES (15%) will be held on at least seven of our lecture classes throughout the course. They will not be announced in advance. Your lowest two quiz grades will be dropped, and the remaining five will each count for 3% of your final grade. Questions will refer to maps and to readings from the textbook and coursepack. The class schedule lists places you should be able to find on maps.




Your LAB REPORTS (30%) relate to the primary source readings. For each lab, you will be given a handout with specific questions and instructions. I will assign you to lab groups in the first weeks of class. There are six labs throughout the semester; you must do at least 5 of the 6. Each is worth 6% of your final grade. In addition, there are two optional labs. If you do one of these optional labs, you may replace one of the five labs noted above. Reports are due as noted on the syllabus.

The MIDTERMS (15% each) will be held on Thursday October 1 and Tuesday November 3. They will each have 3 sections: (1) short answer questions (dealing with objective knowledge, especially definitions, maps, and chronology); (2) paragraph answers (in which you will identify and explain the historical significance of particular people, places, events, and terms); and (3) an essay. Material will be drawn from the textbook, sourcebook, lectures, and lab readings.

The FINAL EXAM (20%) will be set out like the midterms, but it will include an additional essay covering material from the whole semester. See the college schedule for the timing of our final exam.

PARTICIPATION (5%) will be assessed according to your contributions to class discussions and lectures. Participating in discussions and asking thoughtful questions of me and of your fellow students demonstrate your engagement in and understanding of the subject matter of history. They also demonstrate your ability to seek out information you do not understand or know (a vital skill for historians). An implicit part of participation is regular and timely attendance: people who skip class regularly or who come in late will not only find that they miss quizzes, but they will also be unable to score well for participation.

Course Schedule and Readings – Part 1: The Ancient Near East

<p>Tues Sept 1</p>	<p>Course Introduction</p>									
<p>Tues Sept 3</p> <p>reading and assignments:</p> 	<p>Prehistory</p> <ul style="list-style-type: none"> • Handout 1: Peter N. Stearns, Michael Adas, and Stuart B. Schwartz, “The Neolithic Revolution and the Birth of Civilization” in <i>World Civilizations</i>, v. 1 (3rd ed., New York, 2001), pp. 8-27. • This syllabus, pp. 1-6. • Places to locate on map - <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Çatal Huyuk</td> <td>Dead Sea</td> <td>Persian Gulf</td> </tr> <tr> <td>Jericho</td> <td>Caspian Sea</td> <td>Black Sea</td> </tr> <tr> <td>ANATOLIA</td> <td>Mediterranean Sea</td> <td>Red Sea</td> </tr> </table> <p>Left: The so-called “Venus of Willendorf,” a female fertility goddess discovered in Austria in 1908 (24,000-22,000 BCE).</p>	Çatal Huyuk	Dead Sea	Persian Gulf	Jericho	Caspian Sea	Black Sea	ANATOLIA	Mediterranean Sea	Red Sea
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ANATOLIA	Mediterranean Sea	Red Sea								
<p>Tues Sept 8</p> <p>reading and assignments:</p> 	<p>Online lecture (I will be away): Early Mesopotamians</p> <ul style="list-style-type: none"> • Nagle, pp. 1-14. • Please access my lecture on the Google Drive (instructions provided in previous class and/or email). • Crash Course World History video: https://www.youtube.com/watch?v=sohXPx_XZ6Y -- watch this <u>after</u> doing readings and watching the lecture! • Places to locate on map - <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Tigris River</td> <td>Uruk</td> <td>SUMER</td> </tr> <tr> <td>Euphrates River</td> <td>Babylon</td> <td>AKKAD</td> </tr> <tr> <td>Ur</td> <td>Nineveh</td> <td>ASSYRIA</td> </tr> </table> <p>Left: Cuneiform tablet.</p>	Tigris River	Uruk	SUMER	Euphrates River	Babylon	AKKAD	Ur	Nineveh	ASSYRIA
Tigris River	Uruk	SUMER								
Euphrates River	Babylon	AKKAD								
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<p>Thurs Sept 10</p> <p>reading and assignments:</p> 	<p>Independent work (I will be away): Lab 1 – Gilgamesh</p> <ul style="list-style-type: none"> • You may find it helpful to begin by watching this 11 min. overview of parts of the Gilgamesh story: https://www.youtube.com/watch?v=qOrfrHys8g8. <u>Don’t use this as the definitive version</u> – it’s intended more as an orientation to the plot. Where the details differ from the version in the lab materials, use the lab materials version. • Read the version of the text attached to Lab 1 and make a start on answering the questions there. I suggest you come to class on Tuesday with bullet point answers on each question ready to share with others in your lab group. • Please contact Daniel (stdjm10@moravian.edu) if you have questions about this assignment in my absence. <p>Left: Gilgamesh depicted killing a lion.</p>									

Tues Sept 15

reading and assignments:



The Egyptian Old and Middle Kingdoms

- Nagle, pp. 21-34.
- Handout 2: *The Instruction of Ptah-hotep*.
- Places to locate on map -

Nile River	EGYPT	NUBIA
SINAI PENINSULA	Memphis	
SAHARA DESERT	Thebes	

Left: King Menkaure & Queen Kha-mere-nebty II (2548-2530 BCE).

Thurs Sept 17

reading and assignments:



Mesopotamians and Egyptians in the second millennium BCE

- Nagle, chapter 2.
- Handout 3: *The Laws of Hammurabi*: Prologue, section on Marriage and the family, Epilogue.
- Places to locate on map -

Akhetaten	SYRIA
Jerusalem	CANAAN

Left: Reconstruction of the ziggurat at Ur (c. 2100-2000 BCE).

Tues Sept 22

reading and assignments:



Political changes in the Near East, c. 1200-500 BCE

- Nagle, pp. 36-51.
- Lab 1 (Gilgamesh) is due.
- Handout 4: *An Egyptian-Hittite Treaty*.
- Places to locate on map -

PHOENICIA
Damascus

Left: Eagle-headed God from Assyria (9th century BCE). Check out the handbag!

Thurs Sept 24

reading and assignments:



Religion and Society in the Near East, c. 1200-500BCE

- Nagle, pp. 51-58.
- Handout 5: *The Old Testament* – Jeremiah.
- There are no new places to learn for today's class, but be sure you are familiar with all those from previous classes.

Left: Persian gold plaque showing a man carrying out a religious ritual (5th-4th century BCE).

Tues Sept 29

reading and assignments:



The Beginnings of Writing; Review for Midterm

- Lab 2: Early Writing. I'll hand out instructions, and we will complete this lab in class. Please note that you will need to be in class in order to do this assignment! We will also discuss stages in early writing, and I will respond to any review questions.
- Lab 2 is thus due at the end of class.

Left: Hieroglyphic inscriptions from one of the tombs in Egypt's Valley of the Kings (13th century BCE).

Thurs Oct 1

First Midterm

Part 2: The Greek World

Tues Oct 6

reading and assignments:



Minoans and Mycenaeans: Lecture by Daniel Maccaro

- Nagle, pp. 59-68.
- Handout 6: Homer, Selections from *The Iliad* – sections entitled “The Quarrel” and “Achilles asks his Goddess Mother for Aid.”
- Places to locate on map -

CRETE
(ANATOLIA)
Knossos

Mycenae
Pylos
Troy

Aegean Sea
(Mediterranean Sea)

Left: Minoan pot from Cyprus (c. 1400-1350 BCE).

Thurs Oct 8

reading and assignments:



The Greek Archaic Age

- Nagle, pp. 68-88.
- Handout 7: Hesiod, Changing Times Bring on a Moral Order.
- Places to locate on map -

Athens	Argos
Sparta	(Black Sea)
Corinth	

Left: Ring showing an archer testing an arrow (c. 500 BCE).

Tues Oct 13

Fall Break: No Class

Thurs Oct 15

reading and assignments:



The Greek Wars

- Nagle, chapter 5.
- Lab 3: Herodotus. Please read lab instructions and extracts from Book VII of Herodotus, *History of the Persian Wars* prior to class.
- Optional Lab A: Read all of Book VII of Herodotus (this can be found online at http://www.parstimes.com/history/herodotus/persian_wars/polymnia.html), watch the movie *300* (2007) and write a 3-page paper in which you assess how accurately the movie represents the account described by Herodotus. Use specific citations to Herodotus here. Do not use any other sources besides Herodotus. We will not discuss *300* in class. You may do both Lab 3 *and* Lab A if you choose.
- Places to locate on map -

ATTICA	THESSALY	Marathon
BOEOTIA	Hellespont	Thebes
LYDIA	Thermopylae	Miletus

Left: Pericles of Athens (d. 429 BCE).

Tues Oct 20

reading and assignments:



Classical Athens to 430 BCE

- Nagle, pp. 104-113.
- Handout 8: The *Funeral Oration* of Pericles.

Left: Funeral marker of young girl (c. 450-440 BCE).

Thurs Oct 22

reading and assignments:



Classical Athens from 430 BCE

- Nagle, pp. 113-134.
- Handout 9: Excerpt from Aristophanes, *The Clouds*.

Left: Vase depicting a scene from a Greek comedy (380-370 BCE).

Tues Oct 27

reading and assignments:



The Rise of Macedonia

- Nagle, pp. 135-146.
- Lab 3 (Herodotus) and Optional Lab A (300) due.
- Handout 10: Arrian, *History of Alexander the Great*.
- Places to locate on map -

MACEDONIA

Pella

Thermaic Gulf

Left: Alexander the Great (2nd-1st century BCE).

Thurs Oct 29

reading and assignments:



Hellenistic Society, Religion and Culture



- Nagle, pp. 146-167.
- Lab 4: Hellenistic Society. Please read lab instructions and attached sources.

Left: Statue of Eros sleeping (3rd-2nd century BCE).

Tues Nov 3

Second Midterm

Part 3: The Roman World

<p>Thurs Nov 5</p> <p>reading and assignments:</p>  <p>Etruscan jewelry (early 5th century BCE)</p>	<p>Early Rome</p> <ul style="list-style-type: none"> • Nagle, chapter 8. • Handout 11: Selections from Livy, <i>The Early History of Rome</i>. • Places to locate on map - <table border="0" data-bbox="574 499 1317 657"> <tr> <td>Rome</td> <td>CORSICA</td> <td>Atlas Mountains</td> </tr> <tr> <td>Carthage</td> <td>SARDINIA</td> <td>Apennine Mountains</td> </tr> <tr> <td>Tiber River</td> <td>Alps</td> <td></td> </tr> <tr> <td>Po River</td> <td>Pyrenees</td> <td></td> </tr> </table>	Rome	CORSICA	Atlas Mountains	Carthage	SARDINIA	Apennine Mountains	Tiber River	Alps		Po River	Pyrenees	
Rome	CORSICA	Atlas Mountains											
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<p>Tues Nov 10</p> <p>reading and assignments:</p> 	<p>Rome to the End of the Punic Wars</p> <ul style="list-style-type: none"> • Nagle, pp. 183-197. • Handout 12: Selections from the <i>Histories</i> of Polybius. • Lab 4 (Hellenistic society) is due. • places to locate on map - <table border="0" data-bbox="574 989 1247 1098"> <tr> <td>Messana</td> <td>SPAIN (IBERIAN PENINSULA)</td> </tr> <tr> <td>ILLYRIA</td> <td>FRANCE (GAUL)</td> </tr> <tr> <td>SICILY</td> <td></td> </tr> </table> <p>Left: The Carthaginian General Hannibal (247-183 BCE).</p>	Messana	SPAIN (IBERIAN PENINSULA)	ILLYRIA	FRANCE (GAUL)	SICILY							
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<p>Thurs Nov 12</p> <p>reading and assignments:</p> 	<p>The Roman State and Society</p> <ul style="list-style-type: none"> • Nagle, pp. 197-209. • Handout 13: The Revolt of Spartacus. • Optional Lab B: Play the Spartacus Campaign (Campaign 3) from Age of Empires: Rise of Rome, Expansion IV Enemies of Rome, and write a 3-page paper in which you assess how accurately the game represents the historical accounts of the Spartacus revolt as depicted in primary sources and your textbook. Use specific citations to the primary sources and to your textbook here. Do not use any other sources. <p>Left: Terracotta statuette of two women playing a game similar to modern jacks (330-300 BCE).</p>												
<p>Tues Nov 17</p> <p>reading and assignments:</p> 	<p>The Roman Republic to the Gracchan Revolution</p> <ul style="list-style-type: none"> • Nagle, pp. 210-221. • Handout 14: Plutarch's account of Gaius Gracchus. • Lab 5: Censuses as Historical Data. Please read through instructions. <p>Left: Portrait of a man and woman from a painted wall in a house in Pompeii (c. 30 BCE - 50 CE).</p>												

Thurs Nov 19

reading and assignments:



The Fall of the Roman Republic

- Nagle, pp. 221-235.
- Handout 15: The Assassination of Julius Caesar.
- Optional Lab B is due.

Left: The “Portland Vase,” a cameo-glass vase from Rome (c. 5-25 CE).

Tues Nov 24

reading and assignments:



The Roman Empire in the First to Third Centuries

- Nagle, chapter 11.
- Handout 16: Selections from Tacitus.
- Places to locate on map -

Alexandria

Danube River

GERMANY

BRITAIN

Left: The Emperor Augustus (27 BCE - 14 CE).

Thurs Nov 26

Thanksgiving Break: No Class

Tues Dec 1

reading and assignments:



The Pax Romana

- Nagle, chapter 12.
- Lab 5 (Census data) due.
- Places to locate on map -

JUDAEA

(Jerusalem)

Left: Bronze gladiator’s helmet (c. 1st century CE).

Thurs Dec 3

reading and assignments:



Lab 6: Images of Change and Continuity

- Instructions (I’ll hand these out in class). Most of this lab will be completed in class in the form of research and presentations, so you will need to be there in order to get credit. The writeup of your presentations is due on April 27.

Tues Dec 8

reading and assignments:



The Beginnings of the End for the Roman Empire

- Nagle, chapter 13.
- Handout 17: The Reforms of Diocletian.
- Places to locate on map -

Constantinople (Byzantium)

Left: Coins from the reign of the Emperor Aurelian (270-75CE).

Thurs Dec 10

reading and assignments:



Transition to the Middle Ages

- Nagle, chapter 14.
- Lab 6 (writeup of Image Presentations) is due.
- Handout 18: Selections from Tacitus on the Germans.

Left: Mosaic of the Byzantine Empress Theodora (6th century CE).

Section A:
Monday, Dec.
14, 8:30AM

Section B:
Friday, Dec. 18,
8:30AM

Final Exam
(no makeups are possible, alas)