TO: Alison Parker  
Department of History

FROM: Debbie Lamphron  
Academic Affairs

RE: General Education Codes

DATE: November 2, 2011

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES APPROVED</th>
<th>CODES NOT APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 201: Ancient World Seminar</td>
<td>(H) Humanities</td>
<td>(O) World Civilizations</td>
</tr>
</tbody>
</table>

* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.

If you wish further clarification of the Committee's decisions, you may contact

Anne Macpherson, Chair of the General Education Committee  
Department of History  
Email – amacpher@brockport.edu

Copy: Darwin Prioleau, Dean  
The Arts, Humanities & Social Sciences

Anne Macpherson, Chair  
General Education Committee

Janice Stewart  
Registration and Records
## GENERAL EDUCATION PROGRAM

### SUPPLEMENTAL COURSE REGISTRATION FORM

**OCTOBER 2008 VERSION**

**COURSE NUMBER:** JST 291  **COURSE TITLE:** Ancient World Seminar

**COURSE NUMBERS FOR ANY CROSSLISTINGS:**

**SUBMITTED BY:** Allison Passaro  **DEPARTMENT/PROGRAM:** JST DATE: 9/26/11

**ESTIMATED SEATS/SEMESTER 25**

**NEW COURSE?** NO  **RE-REGISTRATION OF EXISTING COURSE?** NO

**UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS** NO

### DEPARTMENT CHAIR'S APPROVAL

Registered before General Education Committee Action

**DATE:** 9/24/11

### SCHOOL DEAN'S ACKNOWLEDGEMENT

Registered before General Education Committee Action

**DATE:**

**GENERAL EDUCATION COMMITTEE APPROVAL**

Registered before General Education Committee Action

**DATE:**

All items listed below must be received in order for the committee to act on the proposed course. (Please check what you are submitting) NOTE: All materials submitted must be typed or printed.

- copy of standard Course Registration Form signed by chair and dean.
- completed Student Learning Outcomes Checklist(s) as appropriate
- updated bibliography (if applicable) with full bibliographic citations
- 10-copies submitted

### ATTACHMENT

- Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (Check ones submitted for this course):

  - Fine Arts ("F")
  - Humanities ("H")
  - World Civilizations (Non-Western) ("W")
  - Contemporary Issues ("I")
  - Natural Sciences ("N")
  - Natural Sciences Laboratory ("L")
  - Perspectives on Women ("W") or ("W")
  - Diversity ("D")

### COMMITTEE ACTION

- Approved as requested - course will be filed with Registration Office
- Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:

**PLEASE NOTE:** After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY"
HUMANITIES KNOWLEDGE AREA – CODED "H" STUDENT LEARNING OUTCOMES CHECKLIST – JUNE, 2003 VERSION

Please check all student learning outcomes that apply to your course. In the space provided below that/these checked outcome(s), describe how your instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. Humanities courses may carry any other Knowledge Area codes but may carry the "H" and "L" codes.

General Requirements for All Knowledge Area courses

☐ Knowledge Area courses for native Brockport students are lower division courses.
☐ Knowledge Area courses, lower division, may not require prerequisite.
☐ Knowledge Area course, upper division exception, that transfer students may use to complete the SUNY General Education requirements.

All Knowledge Area courses must have the following student learning outcomes:

H3 C3 write a short paper or report reflecting the writing conventions of the discipline area, with at least one opportunity for feedback and revision or multiple opportunities for feedback. Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (HE Res. 4054, 1999-2000).

All sections of HST 201: Seminar in Ancient World History will have students writing at least 2000 words across multiple writing assignments in which they are trained in the writing conventions of the historical discipline, including Chicago-style documentation of evidence to support arguments. At least one formal out-of-class writing opportunity is required in each section, regardless of instructor, so that students can receive feedback in order to hone and improve their writing abilities. Instructors are encouraged to allow students to use standardized evaluation forms of writing assignments, to carry out pre- and post-writing exercises (such as outlines or responses to instructor feedback), and to have students keep writing portfolios.

H3 IL4 identify, analyze, and evaluate arguments as they appear in their own and others' work.

Practicing these skills is central to HST 201. Students will be trained to read scholarly works in order to identify and assess the author's thesis, line of argument, evidence, and source-based. Students will be trained to critically read primary documents produced in social and historical contexts. Students will be trained to identify and assess the author's point of view, motivated, intended audience, and argument, and by linking the source to other sources or putting it into its historical context in order to assess its accuracy and representativeness. Students will expand their practice in writing and analyzing each other's work and the instructor's arguments during class discussion and lectures.

Humanities courses must include both of the following student learning outcomes:

H3 H1 demonstrate knowledge of the conventions and methods of at least one of the Humanities in addition to those encompassed by other knowledge areas in the General Education curriculum.

Students will learn the conventions and methods of the historical discipline via analysis of texts and images, consideration of the cultures and individuals that produced them, contextualization of specific readings within
larger bodies of knowledge, and discussion of how historians make meaning of sometimes fragmentary evidence to come to careful conclusions about ancient cultures and civilizations. As History is a discipline in which some social science methods are used, students will demonstrate knowledge of how historians of ancient world civilizations and cultures might use available data on issues such as comparative agricultural productivity or demographic trends.

H2 demonstrate competence in analyzing texts in the humanities.

Students will read, discuss, analyze, and write about primary documents from ancient civilizations and cultures, including religious and literary works, as well as analyze scholarship on ancient world history by modern scholars, in the form of journal articles, and books and book chapters. Their competence in doing so will be demonstrated via class discussion and both in-class and out-of-class written assignments.

The College at Brockport
Course Registration Form

1. Discipline: HIST
   Course No.: 201
   (To be assigned by Registrar for new courses)
   Official Title: Ancient World Seminar
   Abbreviated course title (first to 10 Characters): Ancient World Seminar

   New Course
   Title Change: Ancient World
   Number Change: 101
   Institution of course (courses will not be offered in the near future) Effective Term
   Topics Course: (If checked, complete item 2)
   Other (describe): Change from "Lecture" to "Seminar" Instruction

2. Topics Course Only
   a. General Course Number: Discipline
   b. General Course Title: Course No.
   c. Topics course Title
   d. Topics course offered: Semester: Term

3. Semester Hours of credit assigned to course (maximum):
   Variable Credit Range to credit hours
   Is this course repeatable for credit? NO

4. Grading (Check any that apply)
   a. Letter Grade
   b. Pass/Fail (AU Only)
   c. Approved for a PR (In-Progess) grade
   d. Course requires a minimum grade of
   e. For General Education /Professional Education.

5. Is this a Liberal Arts Course? YES

6. General Education Information: (Complete only for General Education courses) *See last item.
   a. General Education Knowledge Area (check one if applicable): HUMANITIES
      b. Additional student learning outcomes (check all that are currently approved):
         i. Contemporary issues (I)
         ii. Scholarship in Women (W)
         iii. Diversity (D)
   c. Other Western Civilization (Non-Western) (C)

7. Cross listed courses: Discipline
   a. Course No.
   b. Course No.
   c. Course No.

8. Prerequisites: Discipline
   a. Course No.
   b. Course No.
   c. Course No.

Submitted by: Anne Masshaver
Date: 9/13/11
Chairperson's Approval: 
Date: 9/24/11
Dean's Approval: 
Date: 9/24/11
Vice President's Approval: 
Date: 9/24/11
History 101
The Ancient World
Fall 2007
Meeting times: H101.03 MWF 1:15-2:15, Holmes 203
Instructor: Katherine Clark
Office: Faculty Office Building 123
E-mail: kclark@brockport.edu
Telephone: 2880
Office Hours: M 2:30-3:30, WF 9-10

Course Overview
This course is an introduction to the social, cultural, religious, and intellectual life of various global civilizations from the earliest hunter-gatherer cultures to the end of the Middle Ages in Western Europe. This course moves both chronologically (investigating what was happening in different parts of the world at the same time and how events were interconnected) as well as thematically (considering how cultures across time and place followed patterns of development)

Some of the questions we will pursue include:
- What common patterns do we see in settlement, family organization, and use of resources across the ancient world?
- How do societies establish their elites? How do these elites craft an identity through art and artifacts that reflect their interests and ambitions?
- What varieties of gender relations and family structures can we observe in the ancient world?
- How can we account for similarities and differences in cultures, their organization, their spirituality, and their intellectual lives?

The paramount goal of this class is not only to inform you about world cultures, but to teach you to think in terms of historical, anthropological, and comparative perspectives. All individuals share and tell stories and engage in history in some way, but not necessarily in the same way that professional historians do. We will approach our material as professional historians do as well as learn to interpret past events and how the memory of past events is created and recreated depending on the needs of the society that is generating the history.

Required Readings (Available in the College Bookstore)
Spiegelvolg, The Essential World History
Briens, Reading About the World

Please bring the readings assigned for each class with you each day. Some days are designated explicitly for "discussion," but it is handy to have the text with you for reference in more informal discussion settings as well. We will work on reading and analyzing skills throughout the semester, but to begin, you should try to focus on a few main issues for each reading assignment:
- Think about whether what you are reading is a primary or a secondary source.
- Think about who the author is (if his/her identity is known), and where and why the work might have been written (especially for the primary source readings).
- Try to identify two or three things the author really wants to communicate in the text or section of text you have read, and include these points in your course notes.
Assignments and Grading
Your work in this course is cumulative, meaning that the material for each day and week provides a foundation for what is to follow. For each graded assignment, you are responsible for supplying information you have learned from class lectures, discussions, and readings. Your grade in the course will be based on your performance in completing the following:

Source paper (15%)
Two midterms (40% combined)
A final presentation (20%–10% group grade, 10% individual written paper)
Final exam (5%)
Class attendance and participation, including quizzes and progress reports on group projects (10%)

Papers: The source paper, a brief essay of 3-4 pages plus a Works Cited page, will be based on a primary source. We will read this text in Reading About the World. Your paper will investigate a text or group of texts as historical sources within the context of our other course readings, lectures, and discussions. No additional research beyond the background we learn in class should be required, though you are welcome to use additional information from reliable academic sources. The paper will consist of a close reading of one source (or your choice, perfectly drawn from material covered prior to Midterm 2).

Your paper grades will consist of two parts, due at separate times. The first part will be a polished draft of your introductory paragraph. This paragraph should include the main theme you plan to develop in your paper. It should also present information about your sources, such as its date of origin, author (if known), and subject matter. It should also contain a clear statement of your thesis (the position you will argue in your paper), and an indication of the points you will discuss in the final version. Ideally, this is an opportunity to submit a working draft (it can be an outline, parts of the text, or both) along with your introductory paragraph. The goal of this part of the assignment is to show that you have investigated your source and have a clear sense of where the paper is going.

You will receive feedback on this paragraph and draft, and a grade based on a ten-point scale. The final paper will be a completed analysis (3-4 typed, double-spaced pages) of your source; you should not change topics between parts one and two of your paper.

I will assess the final paper based on a 90-point scale; that grade plus your grade on the introduction paragraph/draft will constitute a final paper grade based on a total of 100 points (so you need to keep your intro paragraph and hand it in with your final paper). In addition, I will give extra credit (1-3 points added on to the final grade) if you attach a subsequent, corrected, full rough draft or drafts to the final version that you hand in. Your final paper should also include a Works Cited page in addition to your 3-4 pages of text.

Guidelines for writing the paper and style sheets for proper citation format will be handed out in class and are posted on our class’ page under “Lessons.”

Exams: Will be blue-book style essays. You will have the opportunity to review material and discuss the exam format in advance of the midterm and final exam. Satisfactory performance on exams requires that you will be able to recall both general concepts and also relevant examples to support your explanation of these concepts, drawn from class lectures, readings, and your own analysis of the material. Your two midterm exams will test your learning in the particular section of the course preceding it and for the most part will not be cumulative. The final exam will be cumulative and will be based in large part on information provided in your presentations (see below), and thus the final exam questions will be based in part on the questions that the various groups suggest as well as on the final part of the course (medieval Europe).

Presentations: Will be based on group work and your own research on a piece of art or artifact created before 1500 in the Rochester Memorial Art Gallery. We will arrange for groups of you to meet at the museum—Thursday evenings are discount admission, with only $2 change after 7 PM. You may also feel free to go to the museum on your own, though you will want to check the admission prices for the time you choose to go. Your group will choose an object or group of objects, and each member of your group will be assigned a specific part of the research to complement your group’s presentation as a whole. The goal of this assignment is to describe, study, and analyze not just the object but how it fits into the broader picture of the culture to which it belongs—much as historians do with texts, but working with the three-dimensional artifact.

Outside research using reliable, scholarly sources will be required. Much more detailed information will be provided on the assignment over the course of the semester, but initially you can begin to browse for topics and issues that might interest you at the Museum’s catalogue website, http://mag.rochester.edu/.

Course Policies and Other Information

Dropout Policy: During the initial add/drop period, you do not need the instructor’s permission to drop the course. After the initial add/drop period, you need to have a current passing grade in order to withdraw from the course without penalty. Under very rare circumstances, a student who is failing the course may elect to withdraw in order to repeat the course in the future with better results. Such arrangements are limited and must be made in consultation with the instructor; no student is guaranteed the instructor’s permission for sanctioned withdrawal.

Class Participation and Quizzes: Your presence in class and your active participation are required, and essential for a strong performance in the course. Lecture information and reading content will be tested on exams, and will also be useful to you in selecting and working on your paper topics. Class meetings provide a forum for discussion of all course materials. Active participation in discussions can help your grade, and more than two absences per semester will detract from your performance in the class. Class participation may also involve short, in-class written assignments, quizzes, group work, or brief presentations. Quizzes (announced or unannounced) during regular class meetings may be given at the discretion of the instructor.

Time Management: You should plan to spend at least four to five hours per week outside of class preparing the readings and studying your notes, and sometimes more than that during weeks when you will be writing papers or taking a quiz or exam. It is helpful to review your notes as much as possible during the semester so that you don’t forget information you have already learned.

Patriking Notes: College work requires that you take notes on the material covered in class, especially for courses involving class presentations and discussion. Your notes should capture the substance of the day’s material, supporting examples, and relevant instructor and student comments. Determining these requires active listening to put this information together in a meaningful and memorable way. The most efficient notes remind you later, when you return to them to study for tests or write on topics, of what you learned in prior days or weeks of the course. A spiral notebook, loose-leaf binder, or laptop computer file devoted solely to this course for taking notes.

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Getting Started: Come see me if you have questions, need assistance in understanding the material, or feel you are having difficulty keeping up with your work in the course as soon as you feel there is a problem. It's easier to correct problems as they come up than to deal with a big crisis late in the semester.

Accessibility and Disability Considerations: If at any time you need course adaptations because of a documented disability, or have concerns relating to a medical condition or disability to share with me, please come see me as soon as possible with your documentation so that we can make any necessary adjustments. Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffice@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Classroom Etiquette and Civility: A positive, energized, and welcoming class environment depends on the commitment of every class member to nurture that environment. Therefore, you will want to attend class regularly, arrive on time, and remain attentive, engaged, and respectful during all class meetings. Please schedule interviews, doctors' appointments, or other meetings outside of class meeting times; while I appreciate you letting me know in advance if these arise, they will not be treated as excused absences. Leave your cell phone at home, or keep it turned off during class. Please do not talk, shop, read the paper or textbooks, engage in other activities (like games, e-mail, or Instant Messaging) on your computer if you are using one in class, or do other work during class time—all these actions are distracting and detract from the integrity of the classroom environment. Finally, reserve arriving late and getting up and/or leaving the room during class only for real emergencies, as the class is brief and exits and entrances can be disruptive.

Late Work: Occasionally we might move deadlines at the discretion of the class, but generally deadlines will be firm unless otherwise arranged with the instructor. Late work will be downgraded by ½ a letter grade per day.

Emergencies: If you become ill during or outside of class or some other emergency arises that affects your participation in the class, please contact the instructor and make her aware of your situation. Please note: a doctor's note or other written documentation is generally necessary to help the instructor establish the need for special consideration under extenuating circumstances.

Academic Honesty: Refers to the honesty and originality of all your work in the class. "Your own work" means not composed of phrases or quotations (short or extended) taken from published sources, not written by a fellow student, not written by a paper-writing service, and not material taken off the Web, or from any other source other than you. All work submitted for grading in this course is expected to be the sole effort of the student submitting the work. A failure to adequately cite printed or Internet sources ("plagiarism"), as well as any unauthorized exchanges of information during examinations or quizzes ("cheating"), will be considered academic dishonesty. Students will receive no credit (grade of 0) for work in any cheating is detected. Moreover, an episode of academic dishonesty may result in an "F" grade for the course. Please be aware that the course instructor will submit a report to the College file on academic dishonesty whenever cheating is observed and a grade penalty is applied.

Citing Work: In History, we use the Chicago Manual of Style to cite information used in written work. When you write a paper and express words or ideas that did not originate with you and are not common knowledge, you must cite the source using footnotes or endnotes and include the publication information for the source in a Works Cited page. In your writing, make sure you use your own language and phrases ("paraphrase completely") rather than inserting phrases or sentences that someone else has written, and cite the place you obtained that information (we will deal with the specifics of how to cite material during the course). Work that shows signs of plagiarism, whether deliberate or inadvertent, may not be accepted for credit. Deliberate plagiarism (use of someone else's work that you present as your own) or cheating in any other form may result in failure in the course.

Style sheets for proper citation format will be handed out in class and are also posted on our class ANGEL page under "Lessons." If in the course of a project you will find that you are not sure what plagiarism is, or question whether your work is "enough" your own, ask the instructor for further guidelines.
A Note on Grades

Students often wonder why they earn the grades they do, and it is true that there is a subjective element to grades across courses, professors, and disciplines. Your grades represent an assessment of the work you completed in a specific class at a specific time. Ideally, grades should indicate your performance on a given task while also pointing out the ways you might improve your skills and performance on the next task in the course. The following description of my grading system is intended to clarify my expectations for you in this course, but it also generally reflects the grading tendencies of my colleagues in History here at SUNY Binghamton and other institutions as well.

A—A grade of "A" denotes exceptional work. An "A" paper or exam has few or no factual or technical flaws, is well conceived, well written, and fully responds to the question or problem posed in the assignment. "A" work utilizes information provided in the class, but also demonstrates the student's ability to think critically and independently and offer thorough, original, and creative analysis and insights with respect to the major issues or problems relevant to the material covered. Binghamton offers no option for "A-" (which would indicate perfect work—and who among us genuinely thinks they do), but it does have an "A," which suggests that work in question is excellent and deserves a high assessment, but that there might be one or two minor weaknesses the student needs to take note of in order to perform even better next time.

B—A grade of "B" denotes good work. A "B" paper might have a few factual errors or grammatical/mechanical flaws, but generally captures the information required to respond to the question or problem in a skilled fashion. The student displays mastery of the material covered in class and critical thinking with respect to the topic's major issues and/or problems. Some areas of the problem or question might be covered more evenly than others, and/or strong proficiency is demonstrated unevenly, occurring in some but not all areas of the assignment. Binghamton offers the option to show a "B+" through the grade of "B," which indicates an overall very proficient paper or exam that might have some areas that could be improved. Likewise, the "B" grade suggests work that meets the criteria of the assignment in an above-average fashion, but that has significant gaps or weaknesses that the student needs to pay attention to next time.

C—A grade of "C" denotes satisfactory work; the student has met the minimum requirements of the assignment. The student has responded to the question with relevant information, but has done so without violating the assignment's requirements, examples, or details. Although the student displays a general understanding of the topic in broad terms, specific information or illustrative details may be confused or missing. Little original thought is expressed, or the work may have the opposite problem, namely that the student responds "off the top of her head" without grounding her claims using relevant information and examples. Particularly in papers, there may be grammatical and structural errors that mar the clarity of the student's argument. As with the "B-" grade, an addition of "+" or ") suggests a positive range of strengths or weaknesses within the C category.

D—A grade of "D" denotes that the student has met the minimum requirements of the assignment. Although the student has attempted a response in the paper, exam, or other work, significant information is absent or incorrect, there are serious grammatical and mechanical errors, and/or there are flaws in the overall structure of the paper or exam response. The student may have used the assignment to substitute unanalyzed opinion for information to "fill the blank" and avoid the question or problem posed, or provided other information not relevant to the question or problem. As with the "C-" grade, an addition of "+" or ") suggests a range of strengths or weaknesses within the D category.

E—A grade of "F" denotes that the student's work was not acceptable for credit. This grade usually suggests that the work was not attempted at all, that the student completed some work but did not follow the criteria for the assignment, that the completed work was so flawed that there was not sufficient substance to it to be considered for credit, or that some form of academic dishonesty disqualifies the work from eligibility for credit.

Schedule of Readings and Assignments

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<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<td>THE ANCIENT MIDDLE EAST</td>
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<tr>
<td>Week 1</td>
<td>August 27</td>
<td>Mesopotamia</td>
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<td>Week 2</td>
<td>September 3</td>
<td>Egypt</td>
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<td>Week 3</td>
<td>September 10</td>
<td>Greece</td>
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<td>Week 4</td>
<td>September 17</td>
<td>Classical Greece</td>
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<td>Week 5</td>
<td>September 24</td>
<td>The Decline of Athens and the Death of Socrates</td>
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<td>Week 6</td>
<td>October 1</td>
<td>Republican Rome</td>
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<td>Text, 89-95</td>
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<td>Reader, 94 and 95-97</td>
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Text: The Essential World History

Reader: Reading About the World
<table>
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<tr>
<th>WEEK AND TOPIC</th>
<th>CLASS/LECTURE/DISC.</th>
<th>CLASS/LECTURE/DISC.</th>
<th>WORK DUE THIS WEEK</th>
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<td>PART I THE ANCIENT MEDITERRANEAN</td>
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<tr>
<td>Week 1—August 27</td>
<td>Mesopotamia</td>
<td>Discussion: Mesopotamian sources</td>
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<td>Text, 22-23, Reader, 7-13</td>
<td>Reader, 14-23</td>
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<td>Labour Day! Class does not meet</td>
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<td>Week 2 September 5—</td>
<td>Egyptian Dynasties</td>
<td>Discussion: New and Middle Kingdom sources</td>
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<td>Text, 12-16</td>
<td>Reader, 24 and 25-28</td>
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<td>Early Greece</td>
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<td>Week 3 September 10—</td>
<td>Minoa</td>
<td>Mycenaean/ Discussion: Early Mediterranean Colonies</td>
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<td>Text, 69-71</td>
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<td>The Ancient Middle East</td>
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<td>Discussion: Antigone</td>
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<td>Discussion: Greek Philosophy</td>
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<td>Text, 61-63, 84-98</td>
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<td>The Decline of Athens and the Death of Socrates</td>
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<td>Discussion: Alexander's Vision and the Hellenistic World</td>
<td>Paper 1 due Friday, September 28</td>
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<td></td>
<td>Text, 82-89</td>
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<td>Republican Rome</td>
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<td></td>
<td>Text, 89-95</td>
<td>Reader, 94 and 95-97</td>
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<td></td>
<td>Discussion: Roman Culture and Society</td>
<td>Catch up and review for final exam</td>
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<tr>
<td>WEEK AND TOPIC</td>
<td>PART III</td>
<td>CLASS RDGS. AND DISC.: MONDAY</td>
<td>CLASS RDGS. AND DISC.: WEDNESDAY</td>
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<td>Week 12 November 12— Medieval Europe</td>
<td>Discussion: Christianity and the Medieval Church</td>
<td>The “Orders” of Medieval Society &amp; the Peasal Model in a Global Context</td>
<td>Medieval European Culture</td>
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<td>Week 13 November 19— Thanksgiving Comparative Medieval Worlds</td>
<td>West and East in Collision: The Crusades</td>
<td>Thanksgiving (Class does not meet)</td>
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<td>Week 14 November 27</td>
<td>Gender, Love, and Marriage in Medieval Europe and Japan</td>
<td>The Black Death and Problems of the 14th Century Across the Silk Road</td>
<td>Presentations</td>
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<td>Week 15 December 4— Final Project Presentations</td>
<td>Presentations</td>
<td>Presentations</td>
<td>Presentations</td>
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<td>Week 16 December 10— Finals Week</td>
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