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San José State University
College of Social Sciences
History 114, Ancient West, Section 1, (28157)

Spring 2022

Course and Contact Information

Instructor(s):	Dr. Mary Lynn Wilson
Office Location:	DMH 237B—But classes are online this semester
Telephone:	408-924-5509
Email:	mary.wilson@sjsu.edu
Office Hours:	Tuesdays and Thursdays 12:00-1:15 PM
Class Days/Time:	Tuesdays & Thursdays 3:00-4:15
Classroom:	DMH 354

Course Description

This course will cover the political, social and cultural history of the Ancient West (Europe, the Middle East and North Africa, from ca. 500 BCE to 400 CE. You will critically read primary sources in translation and learn to use them in the study of Greek culture and society. This course is also intended to improve your writing and research skills. Another purpose of the course is to teach you about the sources for ancient history, and how historians use these sources. Finally, you will be challenged to think about the "why" of ancient history, its development, and its impact on later history. The class will also improve your reading, writing and analytical skills.

Course Format

This is a in-person class that will meet as a synchronous online class until the current COVID surge is over.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname and/or on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu (or other communication system

as indicated by the instructor) to learn of any updates. For help with Canvas, visit the following link: http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: Understand the relationship of physical geography and climate in the progress of the ancient West.
CLO 2: Describe the changing nature of religion and ethnicity and the relationship between the two.
CLO 3: Analyze the changing political and administrative structures of the ancient West.
CLO 4: Critically follow a theoretical historical argument and the evidence and reason used to support it.
CLO 5: Explain how historians use primary sources and other means to reconstruct ancient history.
CLO 6: Read, write, and think critically about historical issues and events.

Required Texts/Readings

McInerney, Jeremy. *Ancient Greece: A New History*. New York: Thames & Hudson, Inc., 2018.
ISBN: 9780500293379 (Required)

Potter, David. *Ancient Rome: A New History*. New York: Thames & Hudson, Inc., 2018.
ISBN: 9780500294123 (Required)

Waters, Matt. *Ancient Persia: A Concise History of the Achaemenid Empire, 550-330 BCE.* Cambridge, Cambridge University Press, 2014.
ISBN: 9780521253697 (Required)

You will need one of the following but hold off buying until you know in which group you will be.

Arrian. *The Landmark Arrian: The Campaigns of Alexander.* Edited by James Room. Translated by Pamela Mensch. Introduction by Paul Cartledge. The Landmark Series. Series Edited by Robert B. Strassler. New York: Anchor Books, 2012.
ISBN: 9781400079674

Herodotus. *The Landmark Herodotus: The Histories.* Edited by Robert B. Strassler. Translated by Andrea L. Purvis. Introduction by Rosalind Thomas. The Landmark Series. Series Edited by Robert B. Strassler. New York: Anchor Books, 2009.
ISBN: 9781400031146

Thucydides. *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War.* Edited by Robert B. Strassler. Translated by Richard Crawley. Introduction by Victor Davis Hanson. New York: Touchstone, 1998.
ISBN: 9780684827902

All books can be purchased at the SJSU Bookstore, at Amazon or Barnes & Noble.

Other Readings

All required and recommended readings other than the textbooks listed above are available on the course Canvas learning management system.

You will need a good **dictionary** and **thesaurus** that you can use and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible online.

Other technology requirements

You will need the Zoom app and a smart phone, tablet, or computer.

Library Liaison

Our library contact is Nyle Monday, Phone 408-808-2041 and Email Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Quizzes:
Pop quizzes can be given randomly by the instructor at any time during the class period. The quizzes will be short answer and reflect assigned readings and lectures. The student must be present to take a quiz. Make-up quizzes will not be given unless the student has a doctor's note, a letter from a SJSU coach specifying an away game on the day of the quiz, a letter from an ROTC officer specifying military duty on the day of the quiz, or proof of jury duty on the day of the quiz.
Fulfills Goals/Outcomes: CLO 1, 2, & 3.

Exams:
Content:
The two exams consist of essay questions and map identification. The essay questions are based on the reading in *Ancient Persia, Ancient Greece,* and *Ancient Rome* and the lectures in the class. The maps will be announced in class at least two weeks before the exams. At least two weeks before the exam, 10-15 possible essay questions will be posted on the course's Canvas page. This is the pool of questions that might appear on the exam. There will be at least 4 different exams in the room during the day of the exam. Students will be randomly given one of the exams, so that the person in front, behind, and on the sides of each student has a different exam. The final will include questions about each group primary source assignment. Students will have the group oral presentations to review before the exam.

Notes for the Exam:
Students are allowed both sides of a hand-written 81/2 x 11 inch piece of paper to use as notes for each exam. These notes must be submitted with the exam. The student will not be allowed to keep these notes. These notes must be handwritten and not typed or copied. Points will be deducted for typed or copied notes. The study

questions will be available on Canvas at least two weeks before each exam. During COVID, online classes, the notes will be uploaded to Canvas immediately after the exam.

Day of the Exam:
Each student is allowed to have on his/her desk the following: one page of hand-written notes, a pencil or pen, an eraser, and a drink. No bathroom breaks will be allowed during the exam. Please go to the bathroom before you arrive for the exam. If you go to the bathroom during the exam, you need to turn in your exam and not write on it any more. The student is not allowed any books, papers, backpacks, electronic equipment, or ear phones/buds during the exam. These items must be either under the student's seat or against the wall in the front of the room. During COVID, online classes, each student will fill out and sign an honesty statement, swearing that no electronic sources, books, articles, or other humans were used during the exam.

After the Test:
The exams will not be returned to the students after grading. All students are allowed to visit and view their exam during my office hours. No photos may be taken of the exams.

Grading:
The essay exam questions will be graded on the student's ability to analyze and synthesize information from the lectures and the textbook. The exams will be graded on the following criteria. An 'A' answer will not only give the factual information but also be able to discuss the implications of the facts presented. A 'B' answer will be able to express all facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A 'C' answer will explain the majority of the facts but will leave out one or two ideas. A 'D' answer will explain a few facts but leave out key, important ideas. A 'F' answer will miss the point of the question or only have a minimal understanding of the facts involved.

Fulfills Goals/Outcomes: CLO 1, 2, 3, 4, & 5.

Group Primary Source Project—General Information
This is a group assignment. The instructor will assign groups, based on student interest in the primary sources, in week two of the semester. These groups will have many functions including study group for exams and peer reviewers for individual paper. However, the main function of the groups is to complete Group Primary Source Project. This will include two assignments: the Extensive Outline and the Group Primary Source Presentation.
Group Primary Source Project--Extensive Outline

Format:	This assignment must have one-inch margins all around and be in 12-point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately 8-10 pages long.
Content:	The group will outline the Group Primary Source Presentation in detail. Who will present what information? The outline should include the details of the information presented. This should be in bullet point/outline format and not in complete sentences. Be sure include your evidence and reasoning for the answers to the following questions. Content to include:

1. Biographical information about the ancient author including why this source might have been written— include evidence.
2. Summary of the Introduction
    o What argument(s) is the modern historian setting up for the reader?
    o What is the modern historian's attitude to the source and the ancient historian?
3. Summary of Each Chapter/Book of the History
    o What are the main ideas/actions in each chapter/book?

- Why did the Ancient Historian include these episodes and not others? Is he making an argument? He is trying to portray a certain person or event in a particular way? Why? What is your evidence for your assumptions?

4. Understanding Historical Motivations
   - Why did the Ancient Historian write the book?
   - Is he trying to make a commentary about his own time?
   - Why is this history written at this time by this person?
   - What is the ancient author's agenda?

5. Summary of Each Article in the Appendices
   - Who is the author?
   - What is the argument of the article?
   - Why do you think the editor included this article?

6. The Group's Impression of the Work
   - What did you expect before you read the book?
   - What surprised you?
   - What disappointed you?
   - What else would you have liked the ancient author to include?
   - How did the work add to your understanding of Ancient History?

Purpose: The purpose of this assignment is to make sure the group is on track for the Group Primary Source Presentation.

Grading: The assignment will be graded on its completeness, the critical thinking shown in the answers to the above questions, and the use university-level spelling, and grammar.

Fulfills Goals/Outcomes: CLO 4, 5, & 6.

Group Primary Source Project—Presentation

Format: The group will record a Zoom session with all the group members present and visible. The recording will be made available on YouTube for me and the class to access. The presentation should run approximately 30-60 minutes. However, longer does not mean better. The group should plan to fully answer the questions and not wander off topic.

Content: The group will present one of the approved Primary Sources to the class. The group will answer all the questions listed above under Group Primary Source Project Outline.

Purpose: The purpose of this assignment is to have the students intimately connect with one major ancient source and to think like an historian thinks about primary sources and other historians. Since everyone will watch all the videos, all the students will be exposed to these historians and their ideas.

Grading: This assignment is graded on the following: The critical thinking used when answering the questions, the evidence used to support the group's arguments, and the professionalism of the presentation. In other words, the group should take the presentation seriously.

Fulfills Goals/Outcomes: CLO 4, 5, & 6.

Ancient Primary Source Research Paper--General Information

During the second week of the semester, you will be put into a group. Your group will read Herodotus, Thucydides, or Arrian. You will write your own individual paper about this primary source. The paper should illuminate some aspect of civilization and culture during the time period of the author. You should use at least 5 peer-reviewed articles or books to support your thesis or to refute in your paper. Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (5-6 pages),

an annotated bibliography, the complete draft of the paper (7-9 pages), and the final paper of 10-15 pages. The paper and all elements of the paper should be based on CMS format.

Research Paper – Thesis, Topic, and Summary

Format: This assignment must have one-inch margins all around and be in 12-point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately one to two pages long.

Content: Write in sentence form the tentative topic for your Research paper. Write your tentative thesis statement in bold. In one or two paragraphs, briefly summarize what you think you will write about in your paper. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This needs to be at least a half page long.

Purpose: The purpose of this assignment is to provide the class an understanding of your topic and thesis for discussion. This assignment will also check that you are planning an analytical paper and help you to refocus your paper if needed.

Grading: This assignment is graded on the appropriateness of the thesis statement and summary. The criteria for graded papers state the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: CLO 4, 5, & 6.

Research Paper – Annotated Bibliography

Format: This assignment must have one-inch margins all around and be in 12-point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately one page long.

Content: Using CMS format, write bibliographic notes for 5 sources related to your topic. These sources should be academic, peer-reviewed sources. You should include at least one book and at least two 10-30-page scholarly articles. The annotated bibliography should include a full bibliographic note, the credentials of the authors, and a sentence stating how you will use the source in your paper.

Purpose: The purpose of this assignment is to allow the students to use library research skills to find appropriate sources for their papers and to practice using Turabian to format bibliographic notes.

Grading: This assignment is graded on the appropriateness of the source. The criteria for graded papers state the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: CLO 4, 5, & 6.

Research Paper – Extensive Outline

Format: Bring 5 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12-point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately five to six pages long.

Content: Write the extensive outline of your Research paper. You should include your thesis statement. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it.

Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: This assignment is graded on the completeness of your outline.

Fulfills Goals/Outcomes: CLO 4, 5, & 6,

Research Paper – Complete Draft

Format: This assignment must have one-inch to one and ½-inch margins all around and be in 12-point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately ten to fifteen pages long.

Content: Write the complete draft of your Research paper. You should include your thesis statement even if you do not have an introductory paragraph, yet. Each paragraph should have an identifiable topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it.

Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: This assignment is graded on the number of pages and the completeness of the outline.

Fulfills Goals/Outcomes: CLO 4, 5, & 6.

Research Paper – Peer Review of Complete Draft

Format: You will peer review 3 drafts from your group members. These will be arbitrarily assigned by Canvas. You will have several days to complete the peer reviews.

Content: For each paper on Canvas, you need to complete the following steps.

- Make a comment at the top of the paper and write in your name and email address, so the writer can contact you with any questions.
- Highlight what you think is the thesis in yellow. Open a comment box and comment if you think the thesis is arguable and worded well or needs some help.
- Highlight the topic sentence of each paragraph in green. Open a comment box for each topic sentence and comment if the topic sentence ties the paragraph to the thesis and sets up an argument. Also comment if you think the topic sentence could be worded better.
- Highlight in orange all evidence that is summarized, paraphrased or quoted in each paragraph. Open a comment box and comment if the evidence supports the the topic sentence. Also if the evidence is not signaled and cited, remind the writer to do so.
- Highlight in blue all the analysis in each paragraph. Open a comment box and comment if the analysis, analyzes, explains, or interprets the evidence and argues toward the topic sentence. Comment if you think the writer is confusing the evidence and the analysis together.
- Highlight in purple the wrap-up sentence in each paragraph. Open a comment box and comment if the wrap-up sentence ties the paragraph to the topic sentence and the thesis.

Purpose: The purpose of this assignment is to help other students submit quality writing and research. However, it also will help you realize what is missing or incomplete in your own paper. Also, by reading other students' papers using the same primary source, you will gain ideas on how to make your paper better.

Grading: This assignment is graded on the appropriateness of your comments and if you actually followed all the directions in good faith.

Fulfills Goals/Outcomes: CLO 4, 5, & 6.

Research Paper – Final Paper

Format: This assignment should follow the suggested guidelines in Appendix A of Turabian.

Content: This is your final draft of your Research paper.

Purpose: The purpose of this assignment is to show that the student can write an 10-15-page argumentative paper at the university level.

Grading: The criteria for graded papers states the standards by which this assignment will be graded. Fulfills Goals/Outcomes: CLO 4, 5, & 6.

Final Examination or Evaluation

The final exam will be Exam 2 of the two exams in the class, which are discussed above. The final exam will be during our assigned final exam period.

Grading Information

Grade	Points	Percentage
A plus	981 to 1000	98 to 100%
A	921 to 980	92 to 98%
A minus	900 to 921	90 to 92%
B plus	881 to 899	88 to 89 %
B	821 to 880	82 to 88%
B minus	800 to 820	80 to 82%
C plus	781 to 799	78 to 79%
C	721 to 780	72 to 78%
C minus	700 to 720	70 to 72%
D plus	681 to 699	68 to 69%
D	621 to 680	62 to 68%
D minus	600 to 620	60 to 62%

Assignment	Percentage	Points
Daily Quizzes	14%	140
Midterm	20%	200
Final	20%	200
Group Ancient Historian Assignment		
----Story Board/Extensive Outline of Oral Presentation	5%	50
----Group Oral Presentation Recorded on Zoom	15%	150
Individual Primary Source Research Paper		
---Topic and Thesis	2.5%	25
---Annotated Bibliography	2.5%	25
---Extensive Outline	5%	50
---Draft	3%	30
---Peer Review of Draft	3%	30
---Paper	10%	100
Total	100%	1000 points

Submission of Papers:
All final drafts of papers must be submitted on Canvas. All papers should be in Turabian and follow the guidelines in Appendix A of the *Manual for Writers of Research Papers*.

Late Assignments:
Assignments should be submitted in class in person and on time. Assignments are due when class starts. Any assignments submitted later than 15 minutes after class starts will be considered late. For every 24 hours an assignment is late, 10% of the grade will be deducted. After 7 days, the assignment will no longer be accepted. If, for some reason, a student is unable to attend class, the student should email the assignment to a fellow student and have that student print and submit the assignment.

Grading Assignments:
Since all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determinations of their course scores, I will make every attempt to get assignments back within two or three weeks. If the grading will take longer than that, I will let the students know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

Possible Extra Credit:
Students may earn up to 20 points extra credit. They can earn 5 points each for completing the following SJSU Library Tutorials: Plagiarism, Paraphrasing, Finding Scholarly Sources, and Assignment Calendar. The student needs to submit proof of completion of each tutorial no later than one week after the midterm.

Classroom Protocol

Below are hints for Academic Success:
1. **Attend Every Class**—Making school your priority will help ensure your success. Every time that you miss class, you not only miss important content, but you also waste your money.

2. **Learn from Your Mistakes and the Mistakes of Others**—If your papers are marked with the same continual mistake, take the initiative and find out what you are doing wrong and learn how you can fix it. Your instructor is always happy to help students who want to learn and improve. One days when the class has student presentations, pay attention and learn from other students' strong points and mistakes. This way, you will know what works and what doesn't work in different communication environments.

3. **Be Courteous to Other Students**—Please don't distract other students while on Zoom. Please mute your computer if you do not intend to speak to the whole class. Even if you are silent, any background noise around you can distract other students.

4. **Come to Class Prepared**—Do the reading assignments listed in the syllabus for the week they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask inform questions. Most people learn best if they read information, then they hear the information, and then they do something, like take notes, with the information. Do yourself a favor and read the assigned reading.

5. **Submit your Assignments on Time**—A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work that you submit late or not at all, the more likely you are not to pass the class.

6. **Don't Suffer Silently**—If you are having problems with an assignment, a reading assignment, a presentation, or another student, please discuss this with the instructor as soon as possible. Don't want until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.

7. **Be in the Moment**—Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed, or checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.

University Policies (Required - Delete the word "Required" in final draft)

Per University Policy S16-9 *(http://www.sjsu.edu/senate/docs/S16-9.pdf)*, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

History 114 / Ancient West, Spring 2022

Course Schedule

The following schedule is subject to change with fair notice. Students will be notified in class, by SJSU email, and under Canvas announcements of any changes.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	
1	Thurs Jan 27	Introduction to Class and Lecture on the Period before 600 BCE	
2	Tues Feb 1	Lecture and Discussion on the Formation of the Persian Empire Reading: *Ancient Persia*, Chapters 1-6	
2	Thurs Feb 3	Lecture and Discussion on the Formation of the Persian Empire	
3	Tues Feb 8	Lecture and Discussion on Iron Age Greece & the Development of Sparta and Athens Reading: *Ancient Greece*, Chapters 4-6 Your Primary Source Book	

Week	Date	Topics, Readings, Assignments, Deadlines	
3	Thurs Feb 10	Lecture and Discussion on Iron Age Greece & the Development of Sparta and Athens	
4	Tues Feb 15	Lecture and Discussion on the Persian War, the Peloponnesian War, and Greek Culture Reading: *Ancient Greece*, Chapters 7-11 *Ancient Persia*, Chapters 7-8 Your Primary Source Book	
4	Thurs Feb 17	Lecture and Discussion on the Persian War, the Peloponnesian War, and Greek Culture	
5	Tues Feb 22	Lecture and Discussion on the Roman Republic and Roman Expansion Reading: *Ancient Rome*, Chapters 1-3 Your Primary Source Book	
5	Thurs Feb 24	Lecture and Discussion on the Roman Republic and Roman Expansion	
6	Tues Mar 1	Lecture and Discussion on the Maintenance of the Persian Empire, Greece after the Peloponnesian War, & the Rise of Philip Reading: *Ancient Greece*, Chapter 12 *Ancient Persia*, Chapters 9-10	
6	Thurs Mar 3	Lecture and Discussion on the Maintenance of the Persian Empire, Greece after the Peloponnesian War, & the Rise of Philip **Thesis for Individual Paper Due**	
7	Tues Mar 8	Lecture and Discussion on Alexander the Great *Ancient Greece*, Chapter 13 *Ancient Persia*, Chapter 11	
7	Thurs Mar 10	Lecture and Discussion on Alexander the Great **Annotated Bibliography for Individual Paper Due**	
8	Tues Mar 15	Lecture and Discussion on Greece and Persia after Alexander	
8	Thurs Mar 17	**Midterm**	
9	Tues Mar 22	Lecture and Discussion on the Failure of the Roman Republic	

Week	Date	Topics, Readings, Assignments, Deadlines	
		Reading: *Ancient Rome*, Chapter 3	
9	Thurs Mar 24	Lecture and Discussion on the Failure of the Roman Republic **Outline for Individual Paper Due**	
		SPRING BREAK—March 26-April 3	
10	Tues Apr 5	Lecture and Discussion on the Change from Republic to Principate Reading: *Ancient Rome*, Chapter 4	
10	Thurs Apr 7	Lecture and Discussion on the Change from Republic to Principate **Outline for Group Project Due**	
11	Tues Apr 12	Lecture and Discussion on the Stable Empire Reading: *Ancient Rome*, Chapter 5	
11	Thurs Apr 14	Lecture and Discussion on the Stable Empire	
12	Tues Apr 19	Lecture and Discussion on Christianity	
12	Thurs Apr 21	Lecture and Discussion on Christianity **Draft for Individual Paper Due**	
13	Tues Apr 26	Lecture and Discussion on Dividing the Empire and Constantine Reading: *Ancient Rome*, Chapter 6	
13	Thurs Apr 28	Lecture and Discussion on Dividing the Empire and Constantine	
14	Tues May 3	Lecture and Discussion on the Fall of the Western Empire Reading: *Ancient Rome*, Chapter 7	
14	Thurs May 5	Lecture and Discussion on the Fall of the Western Empire **Group Presentation Due**	
15	Tues May 10	Lecture and Discussion of Justinian and the Rise of Islam	
15	Thurs May 12	Lecture and Discussion of Justinian and the Rise of Islam **Individual Paper Due**	

Week	Date	Topics, Readings, Assignments, Deadlines	
Final Exam	Fri May 20	Venue and Time Friday, May 20, 2:45-5:00	