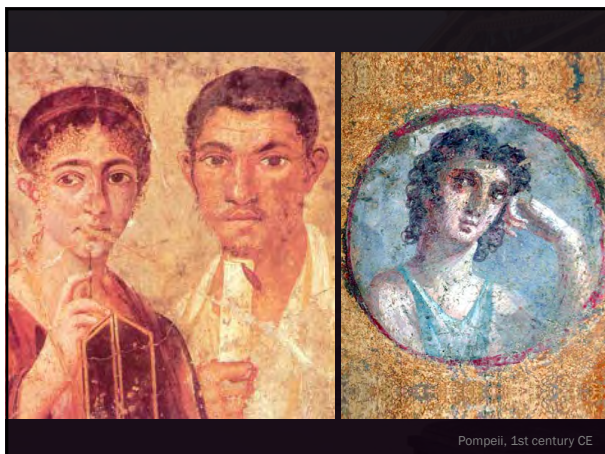




1



2



3

EPITAPH TO CLAUDIA

Friend, I have not much to say; stop and read it.

This tomb, which is not fair, is for a fair woman.

Her parents gave her the name Claudia.

She loved her husband in her heart.

She bore two sons, one of whom she left on earth,
the other beneath it.

She was pleasant to talk with, and she walked with grace.

She kept the house and worked in wool.

That is all. You may go.

Rome, 2nd century BCE

4

EPITAPH TO AMYMONE

Here lies Amymone, wife of Marcus,

best and most beautiful, worker in wool,

pious, chaste, thrifty, faithful, a stayer-at-home.

Rome, 1st century BCE

5

FROM EURIPIDES, MELANIPPE CAPTIVE

"Women are better than men, as I will show

Women run households and protect within their homes
what has been carried across the sea, and without a
woman no home is clean or prosperous.

Consider their role in religion ... women prophesy the will
of [Apollo] Loxias in the oracles of Phoebus

Why is it, then, that women must have a bad reputation? ...

There is nothing worse than a bad woman, and nothing
better in any way than a good one, but their natures differ."

Fragment of a lost play, Athens, 5th century BCE

6

FROM CARCINUS, SEMELE

"O Zeus, why need one say evil of women in detail?
It would be enough if you merely said woman."

Fragment of a lost play, Athens, 4th century BCE

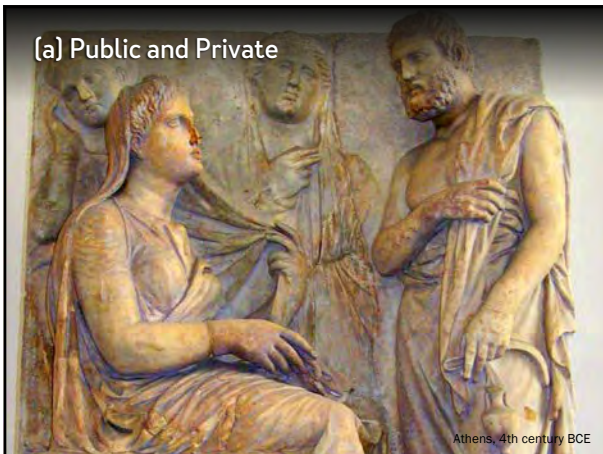
7

Subjectivity

- Contemporary expectations of behavior
 - Gender (men as well as women)
 - Class
 - City and nation
- Selectivity of evidence
 - Point of view
 - Survival
 - Preservation
- Modern (anachronistic) interpretation
 - Even perfectly preserved evidence is warped by
 - Our own expectations
 - Unwarranted extrapolation

8

(a) Public and Private



Athens, 4th century BCE

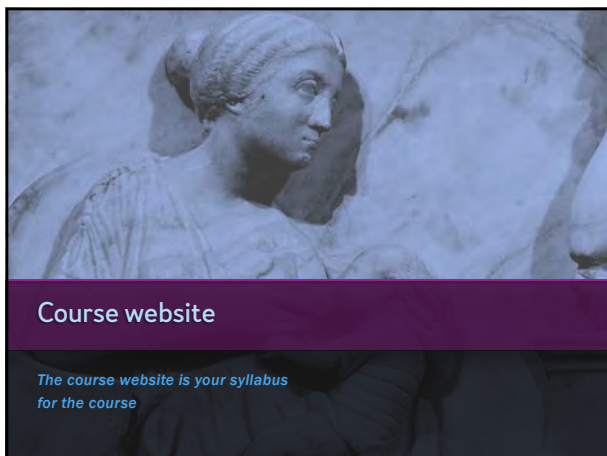
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11



12



13



14



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Women in Antiquity

Books

The following books are associated with this course:

REQUIRED

Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity
by Sarah Pomeroy. New York: Schocken Books, 1966. ISBN-0-8052-7020-8. Various prices; new paperback - \$16.95.

- Getting this book:
 - Available online as a full-text ebook via L&L Library.
 - Available as a physical copy in the stacks via L&L Library.
 - A copy of the book is available via OneDrive.
 - Available for hourly rental via the Internet Archive.
 - Rent (new or used) or buy (new or used) from the Lefman Bookstore.
 - Buy Kindle or paperback (new or used) via Amazon.
 - Buy (new or used) via Value Books, Abe Books, Alibris, Barnes & Noble, or Powell's.
 - The 1966 edition has a new preface by the author and has a new update, so try to find that rather than the original version.

OPTIONAL

Women in Antiquity: New Assessments
ed. by Richard Hawley & Barbara Levick. London: Routledge, 1995. 0-415-11383-4. Various prices; new hardcover - \$48.00, also in paperback.

- The essays in this collection are included in the pool of articles from which you picking additional weekly readings. If you don't want to buy the book, the essays are read from this book and available as PDFs.
- Getting this book (remember, it's optional, so only get this if you prefer the book, online, digital or physical, over the PDFs):
 - Available as a full-text ebook online via L&L Library.
 - Buy Kindle or paperback (new or used) via Amazon.
 - Buy (new or used) via Value Books, Abe Books, Alibris, or Powell's.

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Women in Antiquity

Grading

Your grade for the course will be determined from the following:

Assignment	Weight
Quizzes	15%
Online Presentations of a Secondary Source (2)	15%
Representations and Images Essay	15%
Position Paper	25%
Final Exam	30%

Quizzes

We'll have short, timed online quizzes to help gauge our relationship with the material in the readings most weeks. Quizzes cover the textbook reading plus primary sources. If you do the assigned readings, you should be prepared for the quiz. Missed quizzes are not made up. If you miss a quiz, you'll get a zero for that quiz. Therefore, please make sure you are prepared each week and take the quiz.

Online Presentation on a Secondary Source (2)

You'll sign up for two of the articles we're reading this semester and present it to the class, one in the first half of the semester and another in the second. This write-up is posted in the discussion area the night before the class meeting for that document, so it can be part of the online discussion in the class meeting day. Details are on the Essays page.

Representations and Images Essay

You'll write an interpretive essay: a response to your choice of nonwritten artistic depictions of gender concepts in the ancient world, including sculpture, painting, performance, or film, comparing the history that's come down to us with how it has been represented. Details are on the Essays page.

Position Paper

You'll write an essay discussing a turning point in Greek history of your choice, examining the source material, causes, and effects of the event or transformation and drawing your own conclusions about its meaning. We'll talk about what's expected. Details are on the Essays page.

Prerequisite: You will submit a proposal for the paper halfway through the semester, so I can give you feedback on your plans.

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Women in Antiquity

Expectations

Attendance and Participation

- Participation in class discussion is a required part of the course. Missing classes will damage your grade.
 - Textbooks are designed to give you the basics; in class meetings we try to make sense of things, and oftentimes what's important. Missing classes means you miss out on a key part of our trying to put things together.
 - If you miss classes, it will put a big crimp in your grade for the course. Quizzes are not made up, so the quizzes you miss will count against you.
 - Religious observances that affect your class attendance should be discussed in advance.
 - If you are not feeling well, please take leave.
 - If you have tested positive for COVID-19, please contact the Health Center at med@lehigh.edu as soon as possible after your positive test result to initiate contact tracing and to get connected to support services.

Guidelines

Don't waste this opportunity! Make the most out of this class.

- Please use me as a resource! Interact with me in class meetings, online or send me emails with any questions you have—whether they relate to the requirements of the course, or to class work reading about or discussing in class.
- Come to the class meetings prepared! Be prepared, I mean you should have done the readings and videos for that day—and thought about them. Come in ready to talk about our reactions to the readings and the videos, and the questions they raised in your mind.
- Check your email. Make sure I have a good email address for you and check it, as I occasionally send information and updates by email. If you have not gotten an email from me within the first week after school begins, check your spam folder. If you can't find an email from me, send me an email to let me know how best to reach you.
- Talk to me if you're struggling! Reach out to me via email, and the sooner the better. Don't wait until it's too late to turn things around.

Submitting Assignments

- All written assignments must be submitted via Blackboard! using the upload into them. Blackboard is accessed through CLUW Login. If you have trouble with Blackboard, please call the IT Helpdesk at (717) 862-1171 or go to the Lehigh College Blackboard support page. I won't accept written assignments by email. If Blackboard itself is down, I'll announce alternative arrangements to the class.
- Late assignments will be marked down. I'll accept late submissions, but there will be a penalty that will hurt your grade.
 - Written assignments will be marked down one letter grade per class meeting after the assignment due date, up to a maximum of 30 points. That means you'll still better off turning in your paper late, and having it be marked down, than not turning it in at all.
 - I will not give credit for papers submitted after the class ends. I do not grade on a curve.

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Schedule of Readings and Assignments

For each meeting, please come into class having read and thought about the readings assigned for that class. To prepare for each meeting, you need to read:

- All of the listed sections from the textbook (Primarily's Goddesses...) and primary sources, and
- At least one of the secondary source readings listed for that week.

Note: Goddesses refers to Primarily's Goddesses, Whores, Wives, and Slaves, which is a required text. SST refers to the optional book, Women in Antiquity (Hawley & Lenoir, eds.); those articles can be accessed by PDF, so the book is not required.

February 2022	March 2022	April 2022	May 2022
Mo Tu We Th Fr Sa Su	Mo Tu We Th Fr Sa Su	Mo Tu We Th Fr Sa Su	Mo Tu We Th Fr Sa Su
1 2 3 4 5	1 2 3 4 5	1 2	1 2 3 4 5 6 7
6 7 8 9 10 11 12	6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
13 14 15 16 17 18 19	13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
20 21 22 23 24 25 26	20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
27 28	27 28 29 30	24 25 26 27 28 29 30	29 30 31

1 Introduction and Evidence
Tuesday, February 7

- Read the [Women and Goddesses](#) video.
- Read Primarily's Introduction to Goddesses.
- Sign up for your first presentation.

No Meeting (Friday Class)
Friday, February 11

2 Women in The Epic of Gilgamesh
Tuesday, February 15

3 Living Inequality in Classical Athens
Tuesday, April 5

Read all of the following:

- Primarily, [Women's Life in Classical Athens](#) (Goddesses ch. 8, pp. 26-60).
- Supplices, [From the Banquet](#).
- Primarily, [The Women of the Akropolis](#) (Tech-Ed).

Also read one of these scholarly articles:

- Kurman, ["Women's Community in the Ancient Greek World"](#).
- Allen, ["Living Closest to the Gods: Women"](#).
- Primarily, ["Women's Moral and Social Work in Ancient Athens"](#) (PDF on 8, pp. 47-100).
- Allen, ["The Women of Sparta: Sex, Work and Women's Subordination: The Banquet"](#).
- Week, [Women in Their Day](#).

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Written Assignments

For this course, you'll write a researched position paper (due at the end of the semester) and an essay on images of the ancient world. In addition, you'll also turn in the write-up of your two in-class presentations and a proposal for your position paper.

Before uploading, make sure your essays meet the requirements for All Pages. All written assignments must be submitted via Blackboard.

Open the individual pages listed below for the details, requirements, and guidance.

Assignment	Upload by
Images Essay	April 11
Proposal	March 21
Position Paper	May 10
Presentation Write-Up	1 week after presentation

Resources and Information

- Writing a Position Paper (a.k.a. the "Exposition Paragraph")
- Exposition
- Writing a Position Paper
- Using Ancient Sources
- Kind of Sources
- Research Options
- Exposition Paragraph
- Free-Formal MS Word Template
- More Resources

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Essay on Representations and Images

The assignment: Write a 3- to 4-page essay using depictions of gender in the ancient world to take a position on the representations of ancient cultural ideas and beliefs, following one of the following two options.

Option 1: Two pieces in a museum

How a culture sees abstract ideas (immortality, virtue, etc.) and how they are often reflected in its artwork. What can two different works of art depicting the same idea, but from different times or places, tell us about how the cultures that produced them see concepts of gender?

For this option, you need to choose two works of art from the ancient world that (a) involve the depiction of gender concepts (virtue, immortality, etc.) and (b) represent the same idea or concept, and (c) come either from different periods or from different places in the ancient world.

In your essay, compare these things that these works have in common, using those comparisons to make an argument about what these two artists believed in in terms of gender representation and ideas and the insights that give us into the cultures they came from.

Choosing your subjects

- Your two works of art must represent the same idea or concept. For example, you can choose two little girls, two warriors, two fertility goddesses, etc. The idea is to look for how similarities and differences in representations of the same idea tell us about the cultural beliefs and expectations that shaped the artists and their own culturally-conditioned ideas of that idea.
- Your works of art must be from two different places or two different periods in the ancient era (before 500 CE). This allows you to talk about two separate societies and how they represent the same concepts differently. The two pieces can be in any visual medium: sculpture, painting, relief, etc. They do not have to be in the same medium as long as they are depictions of the same idea or concept.
- Ideally, you should experience the artwork face-to-face by attending a museum in person. Possible venues include Metropolitan Museum's Egypt Collection, Metropolitan Museum's Greek and Roman Art Collection, Brooklyn Museum of Art's Ancient Egyptian Art Collection, and Fordham Museum of Greek, Etruscan and Roman Art. The art, of course, is not limited to these venues, and you are not limited to New York. If you are not able to attend a museum in person because of ongoing restrictions, you may find imagery of artworks that meet the requirements on museum websites instead.

Writing your paper

- Choose three aspects of the works you can discuss for both pieces that seem to reflect how the artist felt about the subject and what the subject stood for.
- Those aspects should include: facial expression, dress, use of hair/body or medium, differences in facial expression, body language, or any other

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Proposal for the Position Paper

You will be writing a 6- to 8-page position paper in which you express an opinion about a topic related to gender in ancient history, and use evidence to back up that opinion. In this paper, you're taking a side on some question or controversy, and you're using reasoning and research to support your side of the argument.

We'll work through it in stages over the course of the semester. The first stages involve choosing a topic and writing a proposal.

A. Choose a Topic

First, choose one of the 13 meeting topics for the course and decide on a controversy (or debate) pertaining to that topic.

- You can choose a question or problem that the people at the time might have debated—e.g., "How are the expectations for goddesses different from those of mortal women?" or a question that might arise among modern historians—e.g., "Do Athens really have a reputation of women that Spartan?" In each case you need to outline both sides of the question in your paper and then provide evidence why you think one side was right.
- Choose a topic you're interested in and have fun with it. Make it exciting, make it provocative—anything is fine as long as you make an argument regarding your chosen topic and support it with facts.

B. Write a Proposal

The assignment: The proposal is just a brief one-page preview of your position paper. It should include:

- The topic you think you'll want to write about and the problem you're interested in addressing. You should be able to delineate the problem by describing the opposing viewpoints might take. To make sure you have both sides opposing opinions, you might want to express them in the form "Some say... Others say..."
- Your preliminary thesis statement—in other words, what you think you might be arguing in your paper.
- Your thesis statement, both here and in the final paper, should be a statement of opinion that someone could disagree with. It can take the form of following up the description of the opposing opinions with your own "I believe..."
- Remember that your thesis is provisional. You can change anything about your approach and interpretation after the proposal. In fact, uncovering information as you do your research makes refining or changing your initial assessments very likely.

Your proposal is structured like the introduction (see below), and may serve as the basis for it. The proposal is not graded, but whether you submitted a proposal or not will be factored into the final grade for the position paper. I will give you feedback on

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Position Paper

The assignment: Write a 6- to 8-page position paper in which you express an opinion about a topic related to gender in ancient history, and use evidence to back up that opinion. In this paper, you're taking a side on some question or controversy, and you're using reasoning and research to support your side of the argument.

We'll work through it in stages over the course of the semester.

A. Choose a Topic
B. Write a Proposal

For these two steps, see the videos and details on C, the proposal page.

C. Find your Evidence

Research your topic and find at least three sources that will provide you with evidence for your argument; they need to be primary and secondary sources only. I'll point you toward some possibilities in my feedback on your proposal.

- Ideally you should have a mix of primary and secondary sources, but it will depend on the topic.
- Tertiary sources are not allowed. These include textbooks, encyclopedias, and most websites.
- For guidance on finding full-text online primary and secondary sources in the Course 10 site, read the Research Options handout.

D. Make your Argument

- In your introduction, briefly describe the problem and state the position you will argue as a thesis statement. Your introduction should follow the format of the proposal (see the proposal page).
- In the body of your paper, make three assertions as to why your thesis statement is valid. For each assertion, describe and discuss the evidence from the primary and secondary sources.
 - For example, if you were writing the Hammurabi's laws paper described on the proposal page, you could start one section with an assertion that despots were not a bad idea ethically, then discuss evidence showing the effective use of despots in war.
 - Then begin the next section with an assertion that Romans were adaptable in war, and discuss evidence showing how Roman changed their military tactics and strategies to meet new kinds of war and their enemies.
 - Your third section could begin with an assertion that it was Roman adaptability that trumped the effectiveness of Hannibal's evidence, and discuss the evidence that showed how the Romans adapted to the challenges of the Carthaginians.

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Presentation Write-Up

For your two presentations on a secondary source from the assigned readings, write a 2-3 page essay that does the following:

- Briefly summarize what the document says and, more importantly, analyzes what the author is trying to say about the subject at hand. In other words, you need to identify and discuss what you believe is the author's interpretation, bias, and point of view and how it affected the author's treatment of the topic. One example from the document that outlines your assessment of the author's work.
- Provide perspectives by relating the material in the document, and the author's bias on it, to the bigger picture—the material being discussed in class.

The main point of the presentation and the write-up is NOT to summarize the reading. Summary should be less than 20% of your presentation and your write-up. The main point is to analyze the reading and talk about what it means and what it tells us about that place and time in ancient history.

Your write-up needs to be posted to Blackboard before the next class meeting after you present in class. In this final version of the write-up you can incorporate ideas and questions that came up during the in-class discussion that followed the presentation.

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Women in Antiquity

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[Video](#)
[Book](#)
[Writing](#)
[Experiments](#)
[Schedule](#)
[Class](#)
[Longform](#)
[Articles](#)
[Resources](#)
[PrintPDF](#)
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[Sign Up](#)

[Log In](#)

Presentation Sign-up #1

Sign up in the comments below with the presentation you want to take. Specify by number as it's clear. Make sure the one you're signing up for is not already taken by someone else. Everyone must sign up for one presentation in the first half of the semester and one in the second half. As always I'm grateful to those who sign up for the earlier ones.

• **Presentations** will be given in the class meetings that we discuss that reading.

• You also need to make a **Word or PowerPoint** as an essay assignment on Blackboard.

• Your written presentation must meet the **write-up requirements** in the syllabus in terms of length (a total of a 2-3 page essay - 500-750 words) and expected content (see the link below).

Pick one, then email David and post a comment indicating the one you took. If there's a theme in bold in front of the reading topic, that one's already been picked by another student.

1. **Albani, "Notes in Paganism and Polygamy's Reform"**

(Women in Antiquity 12)

2. **Balogh, "Initiation and the Prime Woman in *Diogenes and Demetrius 2-7*"**

(Women in Antiquity 10-11)

3. **Harris, "Female Initiation as Paradigm and a Consequence of Oppression"**

(Women in Antiquity 12)

4. **(Paraskevi) *De Cypri*, "Women in Ancient Egyptian Wisdom Literature"**

(Women in Antiquity 12)

5. **Leavis, "Homer's Monumental Mark on Ancient Egypt"**

(Women in Antiquity 12)

6. **Roberts, "The Courtly Wife of Amun in the 18th Dynasty in Egypt"**

(Women in Antiquity 12)

7. **(Hartwig) *Heiss*, "The Cult of Demeter and Isis"**

(Women in Antiquity 10-11)

8. **Staley, "The Greek Female in History and Myth"**

(Women in Antiquity 10-11)

9. **Zetlin, "Signifying Difference: The Myth of Pandora"**

(Women in Antiquity 10-11)

10. **Archer, "Early Greece: The Origins of the Western Attitude Toward Women"**

11. **Harris, "Women's Ritual: Female Transmission of Mythical Narratives"**

(Women in Antiquity 10-11)

12. **Maria, "Sappho and the Hecate Myth"**

(Women in Antiquity 10-11)

13. **Slipps, "Sappho's Private World"**

(Women in Antiquity 10-11)

14. **David, "Women and Culture in Herodotus's *Historiae*"**

(Women in Antiquity 10-11)

15. **Katz, "Hecate and the Status of Women in Ancient Greece"**

(Women in Antiquity 10-11)

16. **(Harris) *Pomeroy*, "Women's Identity and the Family in the Classical Polis"**

(Women in Antiquity 10-11)

17. **Weller, "Women and Housing in Classical Greece: The Architectural Evidence"**

(Women in Antiquity 10-11)

18. **Burton, "Women's Communitarianism in the Ancient Greek World"**

(Women in Antiquity 10-11)

19. **Olson, "Classical Greek Attitudes to Sexual Behavior"**

(Women in Antiquity 10-11)

20. **Finlay, "Women's Ritual and Men's Work in Ancient Athens"**

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 Women in Antiquity

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Requirements for All Papers

All written assignments for this course MUST adhere to these requirements—or be subject to a reduced grade.

Check all of the following before submitting any paper.

Formatting musts

1) All papers submitted to the instructor

1. Use a legible, double-spaced, in 12 pt. standard font, with one-inch margins.
2. Have a cover page with the title, your name, your name, your name, and the date.
3. Have your numbers on each page after the cover. The cover should not have a page number.
4. Include both *titles* and a *bibliography*. (See Evidence musts.)
5. Run all but the required length specified in the designations.
6. Have titles of books, films, and plays highlighted and capitalized.
7. Be submitted via Blackboard as a Word or compatible file attachment or as a PDF attachment.

- **Use the spell checker.** Spin the mouse of spelling and grammar check and error numbers—use it with every document you intend to submit.
- **Page numbers.** Page numbers go in the top right margin (not counting the cover page and bibliography, if they are required.) It is a requirement that you cannot leave the page number blank. If you cannot find the page number, you cannot submit the paper. If you cannot find the page number, you cannot submit the paper. If you cannot find the page number, you cannot submit the paper.
- **Blackboard format.** Yes, you must submit via Blackboard. Do not submit anything else.

2) Evidence musts

All papers submitted to the instructor

1. Support all assertions with evidence from your sources.
2. Use only *author and secondary sources*. Tertiary sources are not allowed, except for a few.
3. Provide a *footnote* or a *parenthetical citation* for all direct quotations, descriptions, paraphrases, and direct from sources.
4. Include a *bibliography* listing all sources used.

- You need not include a *footnote* for any paraphrase. Tertiary sources include encyclopedias, almanacs, guide books, dictionaries, and reference works. Do not rely on the Internet for any information unless you can verify the source. Do not use any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source.
- **Give a credit line to the source.** You cannot include any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source.
- **Give a credit line to the source.** You cannot include any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source.

3) Structure musts

All papers submitted to the instructor

1. Have an *introductory paragraph* that states the problem or question being addressed, discusses previous research on the problem, and ends with a *thesis statement*—a statement of claims that someone could disagree with. Do not use any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source. Do not use any source that is not a primary or secondary source.
2. Have a *conclusion* that summarizes your thesis and discusses how your evidence demonstrates the point you are making.
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Women in Antiquity
HIA 3007 211, Spring 2022

Academics
[Course Announcements](#)
[Upload Assignments Here](#)
[Course Website](#)
[Email Instructor](#)
[Email All Student Help](#)

Resources and Help
[Student Counseling](#)
[Health and Wellness](#)
[Tutoring](#)
[Academic Resources](#)
[Library Resources](#)
[Course Tools](#)
[Help](#)

Announcements

Welcome to Women in Antiquity!
 Posted on: Monday, January 3, 2022 12:14:25 AM EST



Women in Antiquity
 HIA 311 • Spring 2022 • Prof. Wilson

In this course we're going to be exploring the different ways in which gender played a role in various ancient societies, through history and through fictional portrayals.

We will be using Blackboard only to upload papers. The course website, with all the requirements, assignments, and resources you need, is located on my website, [not on Blackboard](#).

The direct link to the course website is in the panel to the left, along with a direct contact for me. Always email me with any questions you might have! Here's to a great semester. If you have any trouble finding anything, let me know.

Blackboard

© 2022 Blackboard Inc. All Rights Reserved. 1-800-451-2211 or 1-800-451-2212. [Blackboard Terms of Service](#)
[Accessibility Statement](#) [Privacy Statement](#)

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Upload Assignments Here

Essay on Representations and Images Uploaded to Blackboard by April 15
The assignment: Write a 2-3 page essay using evidence from the ancient world to take a position on the representation of ancient cultural ideas and beliefs regarding gender. Following one of the links.
Assignment details: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/essay-on-representations-and-images>
Requirements for all papers: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/requirements-for-all-papers>

Position Paper Proposal Uploaded to Blackboard by March 21
The assignment: The proposal is just a short one-page preview of your position paper.
Assignment details: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/position-paper-proposal>

Position Paper - Final Draft Uploaded to Blackboard by May 10
The assignment: Write a 2-3 page position paper in which you express an informed stance on a topic related to gender in ancient history, and use evidence to back up that position. In the paper, you'll be...
Assignment details: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/position-paper-final-draft>
Requirements for all papers: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/requirements-for-all-papers>

Presentation on a Secondary Source #1 (Due the week after the presentation)
The assignment: Make presentations to the class on two of the scholarly articles assigned as class readings, one in the first half of the course and one in the second half. You'll then turn in a 2-page...
Assignment details: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/presentation-on-a-secondary-source-1>
Requirements for all papers: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/requirements-for-all-papers>

Presentation on a Secondary Source #2 (Due the week after the presentation)
The assignment: Make presentations to the class on two of the scholarly articles assigned as class readings, one in the first half of the course and one in the second half. You'll then turn in a 2-page...
Assignment details: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/presentation-on-a-secondary-source-2>
Requirements for all papers: <https://blackboard.lehman.edu/courses/2020/2020spring/2020spring2020/assignments/requirements-for-all-papers>

MS Word template already set up for essays (DOCX)

Google Docs template already set up for essays

Resources and Information

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Academic Policies

Assignments that include any plagiarism will receive a zero. Students engaging in repeated instances of plagiarism will fail the course outright and will be reported to the College for disciplinary action.
A variety of accommodations are available to students with disabilities, and tutoring is available to students seeking help.

Listed below are various official school policies included in all Lehman College schools, with certifications relating to this course as required. You are responsible for this information and for all information in this syllabus.

- Attendance Policy
- Accommodating Disabilities
- Academic Integrity and Plagiarism Policy
- Technology and Blackboard Information
- Instructional Support Services (ISS)
- Writing Intensive Course Requirements
- Student Handbook

Attendance Policy

Student handbook notes that "Students are expected to attend all class meetings as scheduled, and are responsible for all class work missed as a result of late registration or absence. Excessive absences in any course may result in a lower final grade."

- Participation in online discussion is a required part of the course. Missing classes will damage your grade.
- Textbooks are designed to give you the basics, in our class meetings we try to make sense of things, and fill out what's important. Missing classes means you miss out on a key part of our trying to put things together.
- If you miss classes, it will put a big strain on your grade for the course. Quizzes are not made up, so the quizzes you miss will count against you.
- Religious observances that affect your class attendance should be discussed in advance.

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to the college.

- Office of Student Disability Services: Shuster Hall, Room 238, 719-960-8641
- Student Disability Services: <http://www.lehman.edu/education/disability-services/>

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Resources

Citations
The basics you need to know for this class about footnotes and bibliographies in two fun pages.

Writing a Position Paper
AKA the Elephant Pamphlet. Guidance on research structure, and citations.

Maps and Timelines
Helpful maps of the ancient Mediterranean world, and timelines of the ancient era.

Online Video Lectures
My video lectures on YouTube for Ancient Civilizations, Ancient Greece, and Women in Antiquity.

Online Ancient Texts
A fairly exhaustive list of ancient authors and online translations into English.

MS Word Essay Template
A Microsoft Word file that's already set up for the formatting required for my essays. There is also a Google Docs version.

Common Word Mix-Ups
Suggestions for sorting out a few of the words that are commonly mixed up in English writing.

Site Map
An overview of the full syllabus and easy access to any page in the course website.

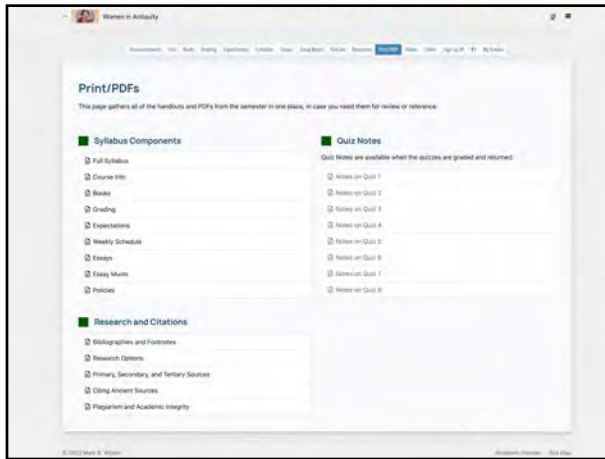
Lehman College Support Sites

- IT Help Desk
- Blackboard support page
- Tutoring Center
- Disability Services
- Copyright Clearance and Resources
- Lehman College Libraries

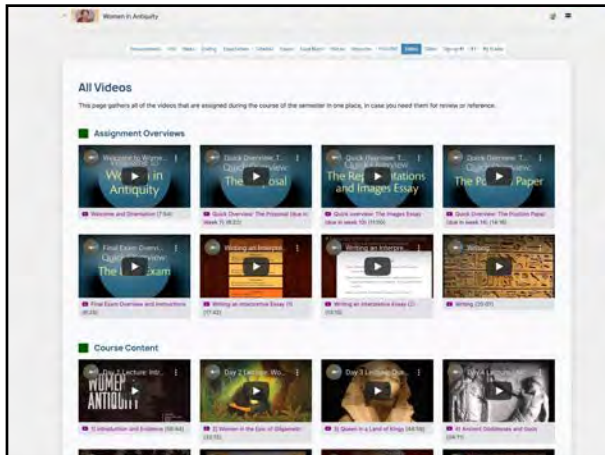
Remote Research Help

- Lehman Library Research Services Page
- Lehman Library Research Services Video
- Lehman Library Research Services Page
- Research Options under Blackboard
- Choosing Sources for Research
- Archiving Emergency Library

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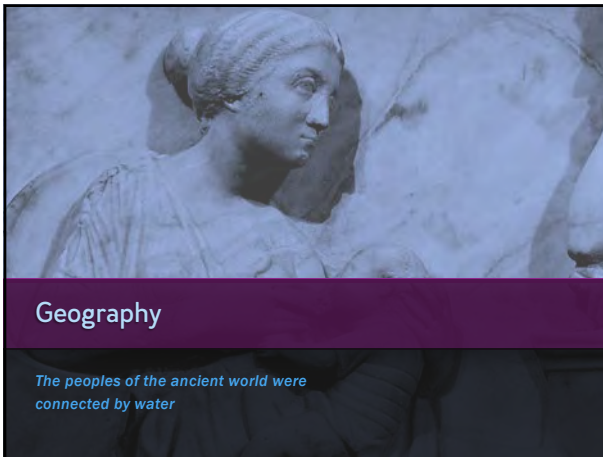
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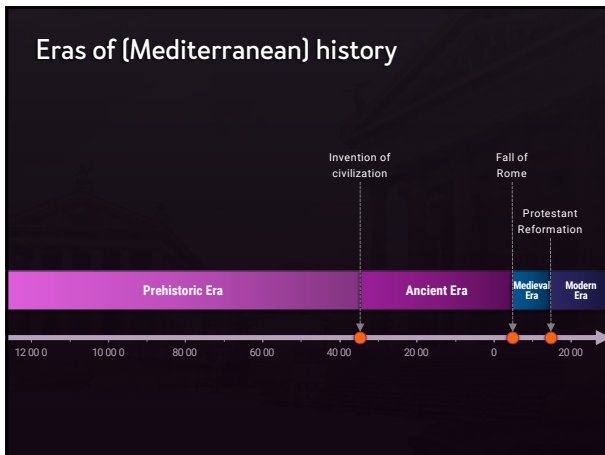
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The "Common Era" calendar



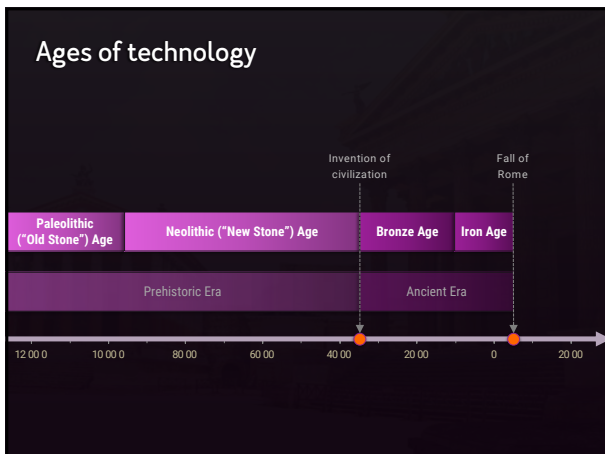
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Eras of (Mediterranean) history



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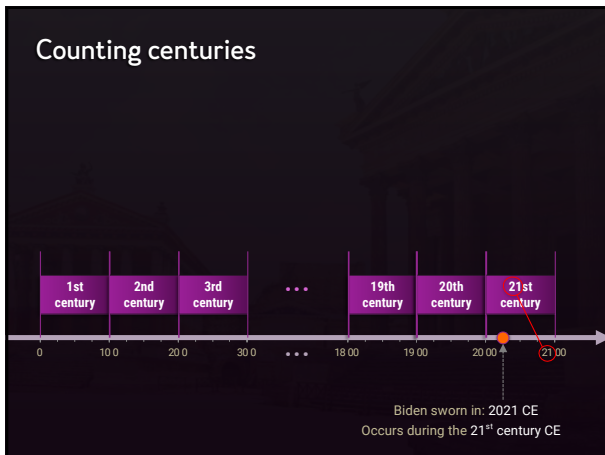
Ages of technology



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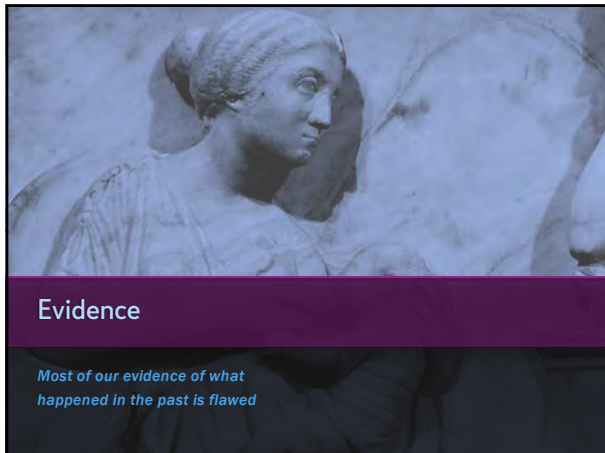


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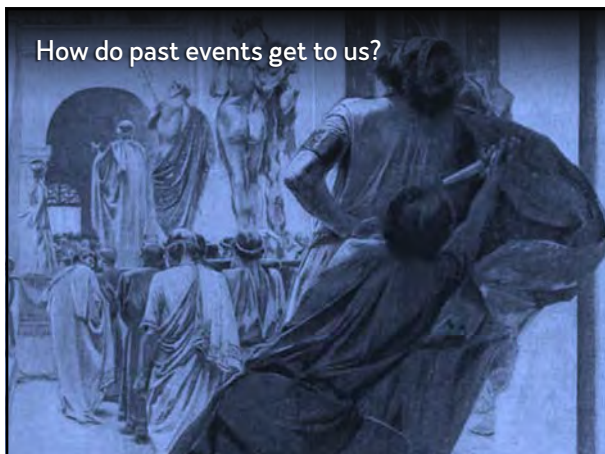
Periodization

- Historians divide history into "eras" based on how we can characterize society
- Archaeologists divide history into "ages" based on changes in prevalent technology
- These periods help organize our studies, but also overgeneralize places and times within each period

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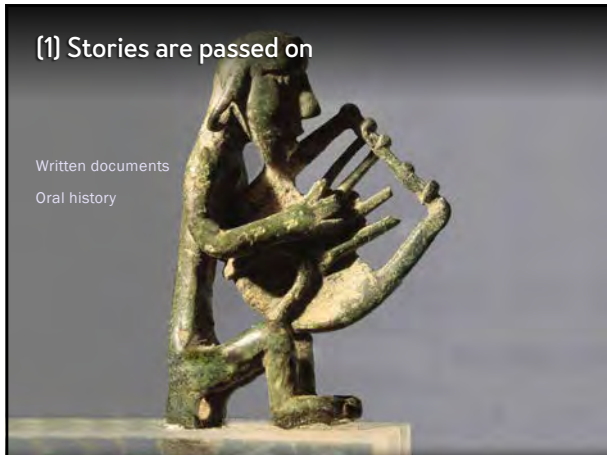
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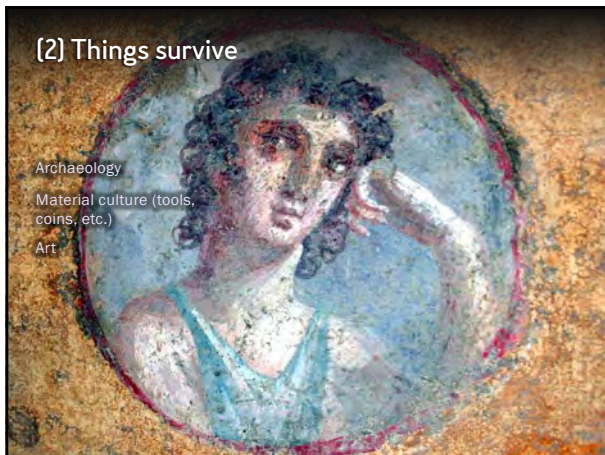
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Kinds of evidence

- Primary source
 - Eyewitness testimony from the place and time being studied
- Secondary source
 - A scholar collects and interprets primary sources on a subject
- Tertiary source
 - General scholarly consensus on a subject
 - Includes encyclopedias, textbooks, and almost everything on the web
 - NOT ALLOWED as a source for history papers

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Problems with primary sources?

Intentional bias
 Unintentional bias
 Point of view
 Survival
 Translation

CONCLUSION:
 There are no facts in history

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"Books are not made to be believed,
 but to be subjected to inquiry.
 When we consider a book,
 we mustn't ask ourselves what it says
 but what it means."

— William of Baskerville in Umberto Eco's *The Name of the Rose*

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