

CIVILIZATIONS OF THE
ANCIENT WORLD

Meeting 1 Introduction and themes

- Civilization
- The syllabus
- Themes for the course
- Eras of history
- Evidence

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Civilization



What is civilization? Why was it invented?

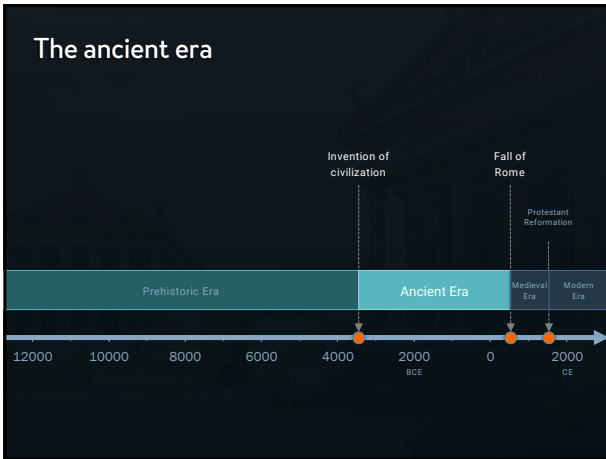
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Origins of civilization

- What do we need for civilization?
 - Agriculture (farming + pastoralism)
 - Not just subsistence farming but surplus production
 - Specialization of labor
 - Government
 - Religion
 - Long-distance trade
 - Metalworking
 - Writing
- What do people sacrifice in adopting civilization?
- Why did people choose civilization?

Stability and prosperity for the present and for posterity

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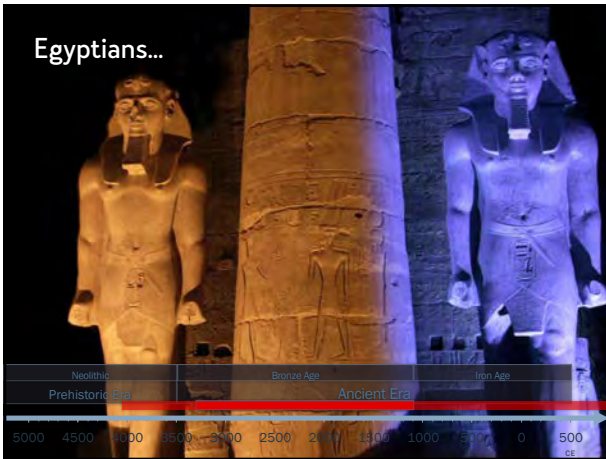
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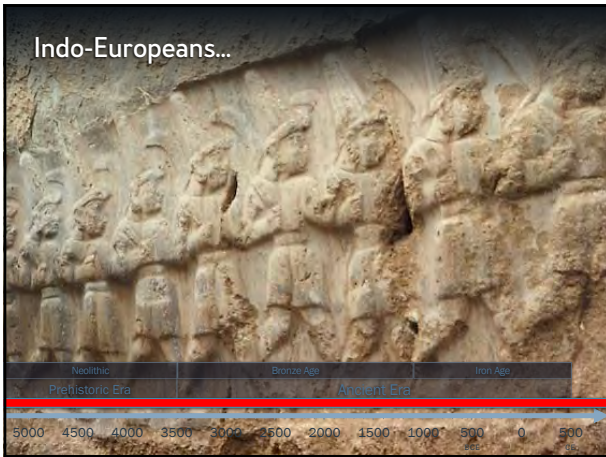
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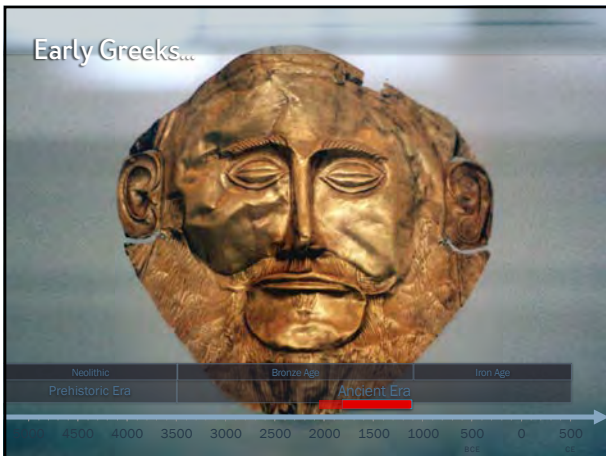
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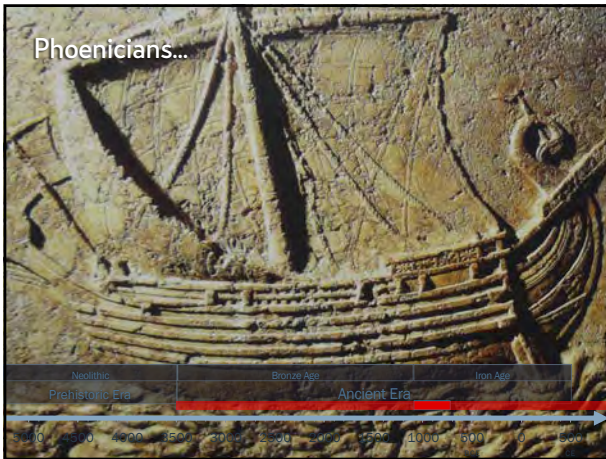
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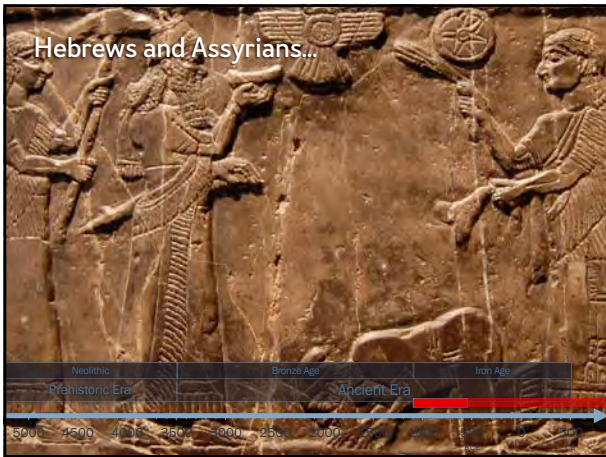
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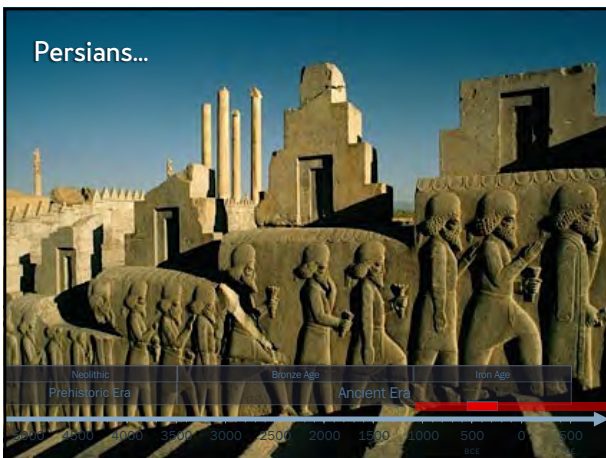
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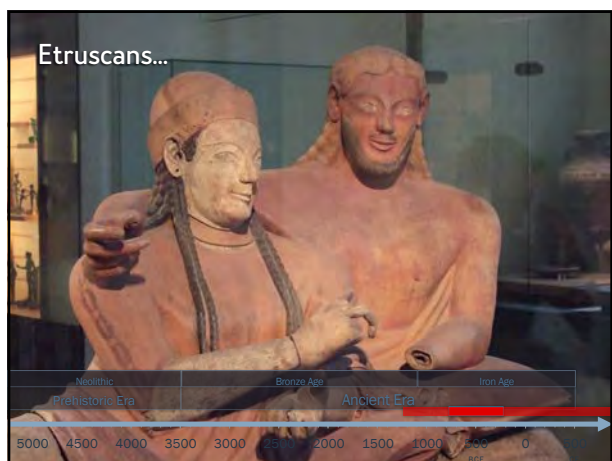
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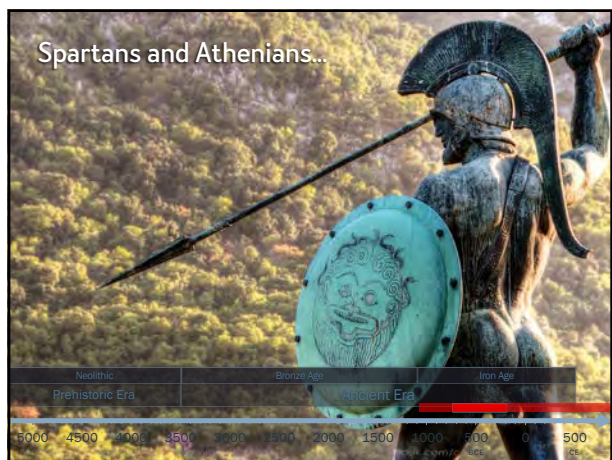
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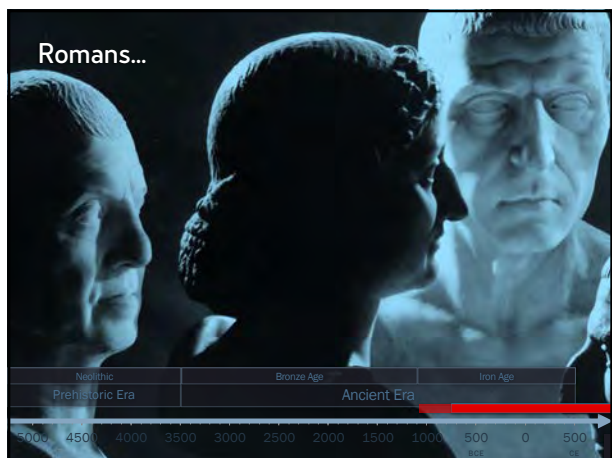
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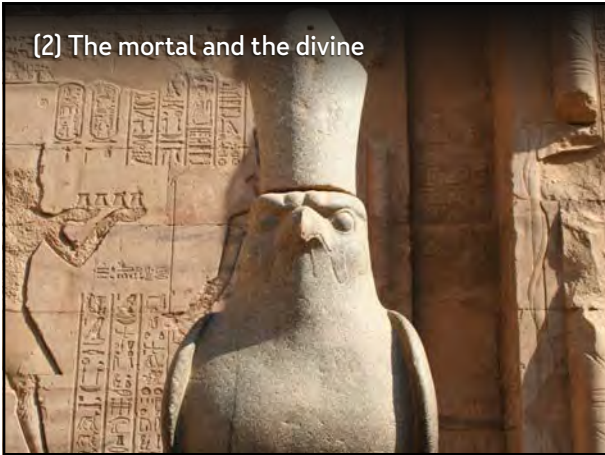
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(1) The individual and the community



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(2) The mortal and the divine



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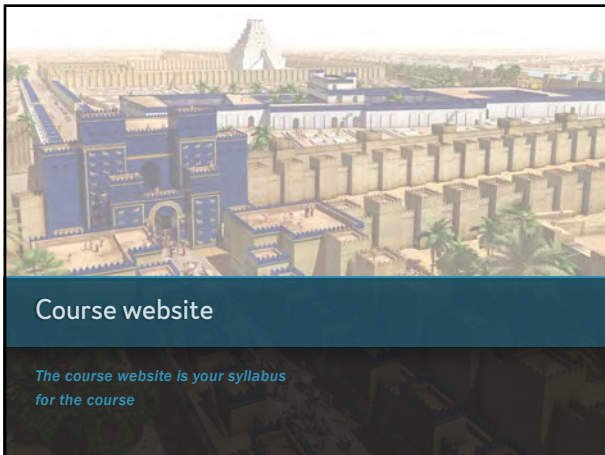
(3) The male and the female



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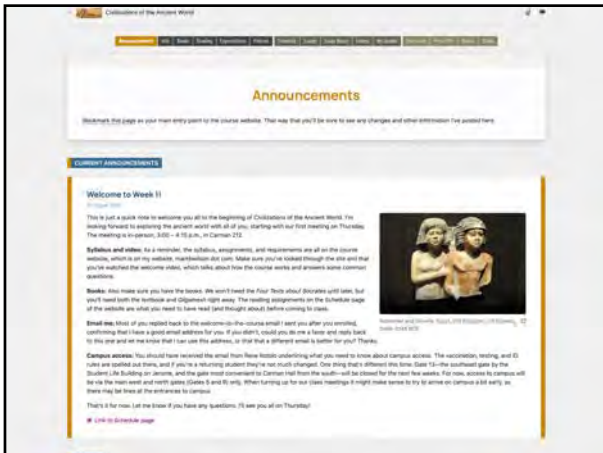
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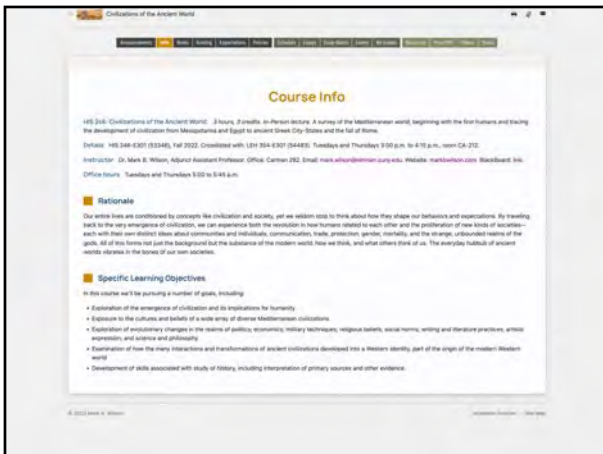
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Chapters of the Ancient World

Books

The following three books are required. Some possible ways to get them are listed below.

- 1. Ancient Mediterranean Civilizations, 3d Edition**
by Sarah P. Madmon. Cornell UP, 2020. ISBN: 9780801478149. \$44.95.
 - **Getting this book:**
 - Buy (new, used, or digital or buy (new or used) via the Lerner Bookstore
 - A physical copy of the second edition should be on reserve at L&L Library
 - Buy (new or used) via Varsity Books at Amazon
 - Buy (new or used) via Five Books at AbeBooks
 - To get the right edition, especially if you're buying a used copy, the first edition is significantly different from the second and third, and page numbers will not match up with later editions.
- 2. The Epic of Gilgamesh**
trans. by Andrew R. George. Penguin, 2003. ISBN: 9780140449116. \$19.95.
 - **Getting this book:**
 - A full online copy can be found at the Internet Archive
 - Buy (new or used) via the Lerner Bookstore or Varsity Books
 - Buy (new or used) via Amazon
 - Buy (new or used) via Abe Books, Alibris, Barnes & Noble Books, or Flipkart
 - I strongly recommend the Andrew George edition because it translated directly from the source. It also has a very useful introduction. If you get another edition, make sure it is based on the same source as the one above.
- 3. Four Texts on Socrates. Revised Edition**
ed. by Thomas G. West and Brock Story West. Oxford: Cornell Press, 1998. ISBN: 9780801455742. \$44.95.
 - **Getting this book:**
 - A physical copy is available in the stacks at L&L Library
 - early borrowing is available via the Internet Archive
 - Buy (new or used) via the Lerner Bookstore or Varsity Books
 - Buy (new or used) via Amazon, Abe Books, Alibris, Barnes & Noble Books, or Flipkart
 - Four Texts on Socrates has Anagnostou's Clouds, which isn't the reading in class, but the other three are.

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Chapters of the Ancient World

Grading

Your overall course grade will be determined by your performance on quizzes, three interpretive essays, and two in-class exams.

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

Quizzes	10%
Interpretive Essays (3)	30%
Midterm	20%
Final Exam	30%

Quizzes

We have short, timed online quizzes to help gauge our relationship with the material in the readings most weeks. Quizzes are based on the material you've prepared for that class, including:

- the book(s) assigned for that meeting or listed in the Schedule, and
- the assigned sections from Gilgamesh or Clouds for that meeting if any.

If you don't read for the class, you should be prepared for the quiz. Quizzes are always based on the materials assigned for that class meeting, even if an update to the syllabus or schedule. Make sure to attend all the assigned readings.

Quizzes are not made up. If you miss a quiz, you get a zero for that quiz. Therefore, please make sure you are prepared each week and take the quiz!

Interpretive Essays (3)

You'll write three interpretive essays. Details are on the Essay page.

- One on the importance of society or religion in The Epic of Gilgamesh.
- One on Clouds and its relationship with actual events in classical Athens, and
- A response to your choice of non-literary artistic depictions of the ancient world, including sculpture, painting, performance, or film, connecting the history that's going on out in the world to the text.

Optional Drafts: You can submit a draft of the paper to me up to a week before it's due. I'll give you some general feedback (but not a grade). Because I cannot draft, I do not allow students to submit revised versions of their final papers after the due date. To make sure I see if I can, please email me your optional draft rather than your final draft.

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Chapters of the Ancient World

Expectations

The best path to doing well in the course and gaining a more solid understanding of the past is to engage actively with the material and with class discussions.

Attendance and Participation

- Participation in class discussion is a required part of the course. Missing classes will damage your grade.
- Teachers are designed to give you the best in our class meetings and try to make sense of things, and oftentimes 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.
- Multiple absences that affect your class attendance should be discussed in advance.
- If you are not feeling well, please stay home.
- If you have tested positive for COVID-19, please contact the Health Center at healthcenter@cornell.edu, as soon as possible after your positive test result to receive updated testing 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. I expect will see 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 or my readings about or discussing in class.
- Come to the class meetings prepared. Be prepared. I mean you should have done the readings and ideas for that day—and thought about them. Come in ready to talk about your reactions to the readings and the videos, and the questions they raised in your mind.
- Take notes in class. You are responsible for the material discussed in class meetings, and will be expected to discuss this material on exams and in assigned essays. Taking notes in class gives you a resource to review what was discussed.
- Check your email. Make sure I have a good email address for you and check it on 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 we'll figure it out. Don't wait until it's too late to turn things around.

Submitting Assignments

- All written assignments must be submitted on Blackboard, using the upload files there. Blackboard is accessed through CUNY Login. If you have trouble with Blackboard, please email me at tw2@cornell.edu or go to the Cornell College Blackboard support page. I can't accept written assignments by email. If

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The screenshot shows the 'Academic Policies' section of the course website. It includes sections for 'Assignment that include any plagiarism will receive a zero', 'A variety of accommodations are available to students with disabilities', and 'Attendance Policy'. The attendance policy states that students are expected to attend all class meetings and that missing classes will result in a lower final grade. It also mentions that participation in written discussions is a required part of the course and that missing classes may result in a lower final grade. There is also a section for 'Accommodating Disabilities' which states that Lehman College is committed to providing access to all programs and curricula to all students.

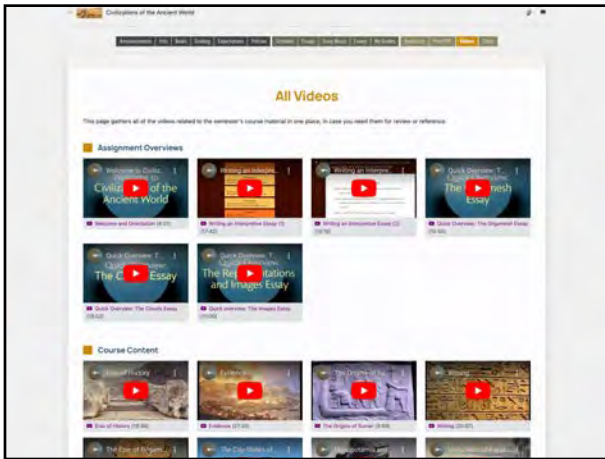
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The screenshot shows the 'Resources' page of the course website. It is divided into two main columns: 'Course Resources' and 'General Resources'. Under 'Course Resources', there are links for 'Quiz Notes', 'Course Materials Citations', 'Site Map', 'Video Lectures', 'Syllabus page PDFs', and 'Slides'. Under 'General Resources', there are links for 'Research and Citations Center', 'Writing a Position Paper', 'Maps and Timelines', 'Online Ancient Texts', 'MS Word Essay Template', and 'Common Word Mix-Ups'. Each resource has a small thumbnail image and a brief description.

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The screenshot shows the 'Print/PDFs' page of the course website. It includes a section for 'Syllabus Components' with links for 'Full Syllabus', 'Course Info', 'Book', 'Catalog', 'Expectations', 'Weekly Schedule', 'Exams', 'Essay Matrix', and 'Policies'. There is also a section for 'Quiz Notes' with links for 'Notes on Quiz 1' through 'Notes on Quiz 6'. A 'Research and Citations' section is also present with links for 'Bibliographies and Footnotes', 'Research Options', 'Primary, Secondary and Tertiary Sources', and 'Citing Ancient Sources'.

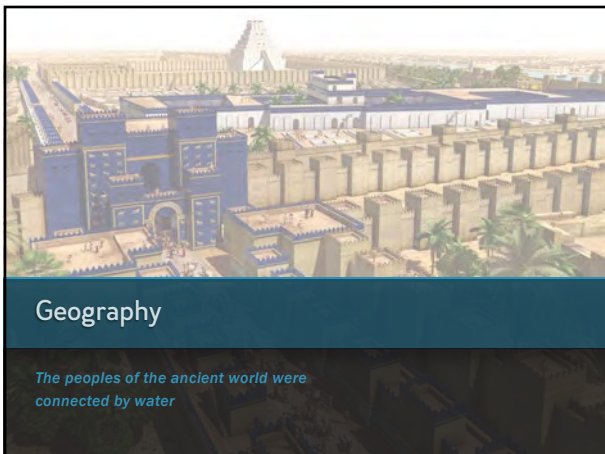
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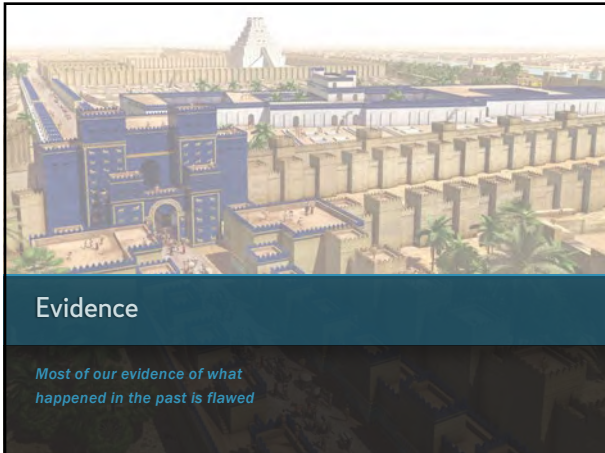
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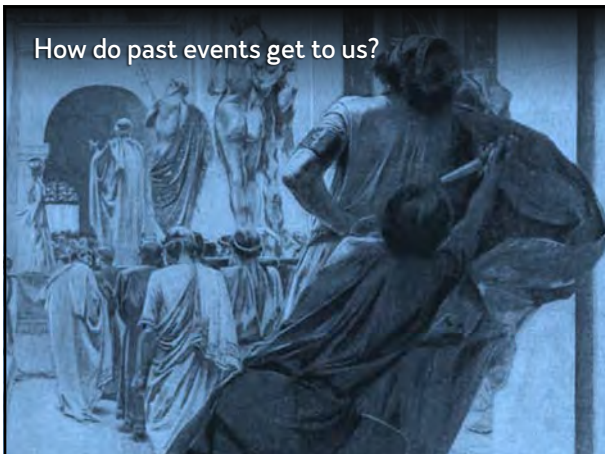
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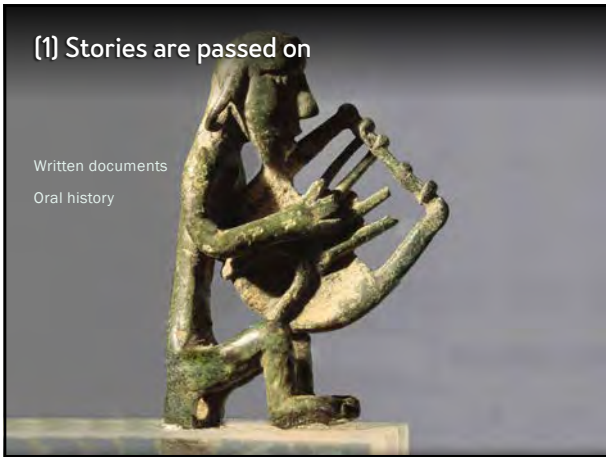
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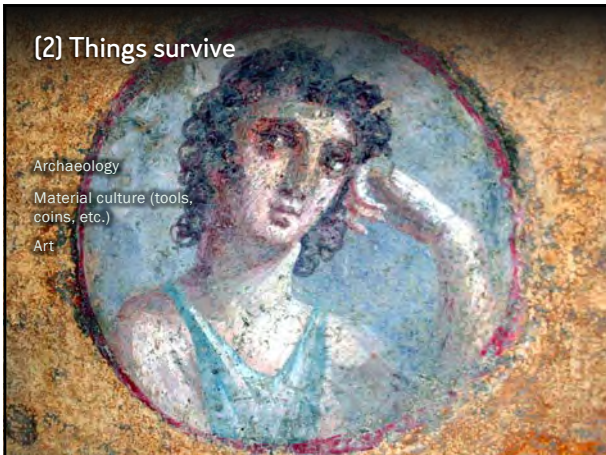
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Kinds of evidence

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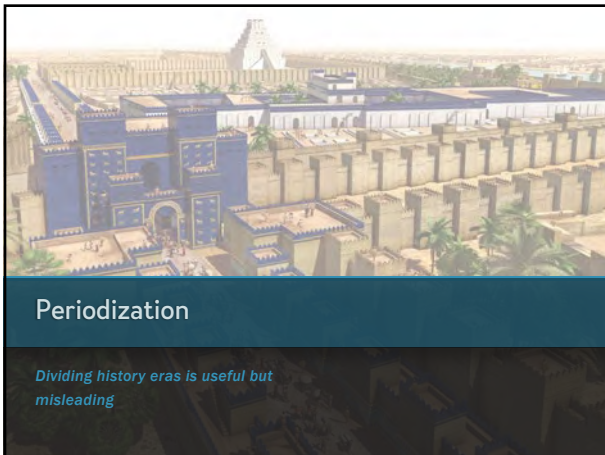
“Books are not made to be believed,
but to be subjected to inquiry.
When we consider a book,
we mustn’t ask ourselves what it says
but what it means.”

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

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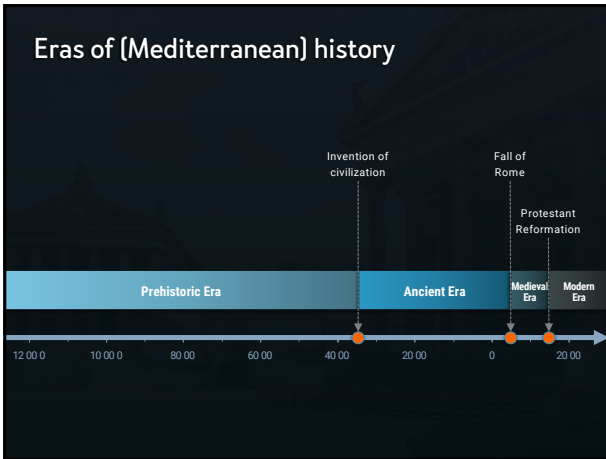
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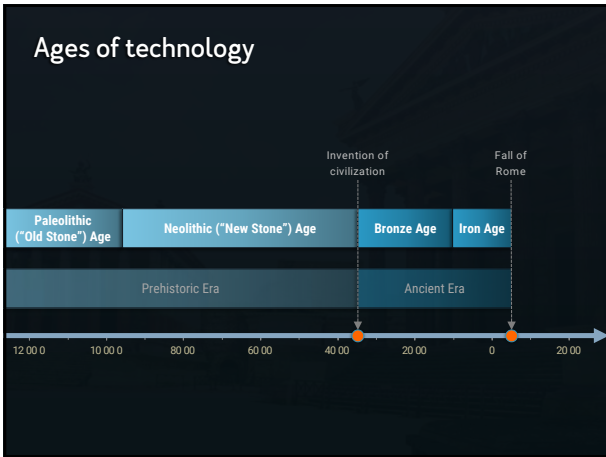
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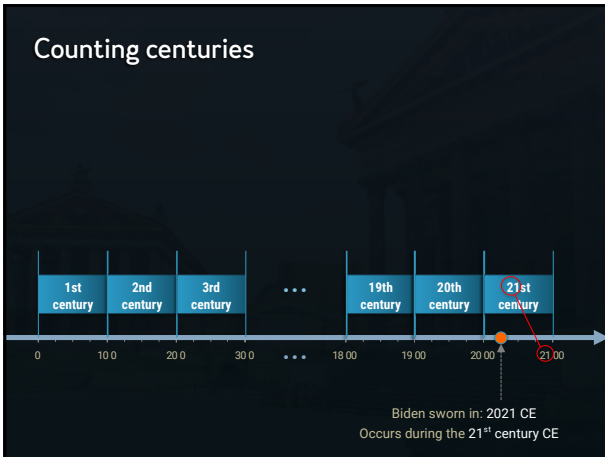
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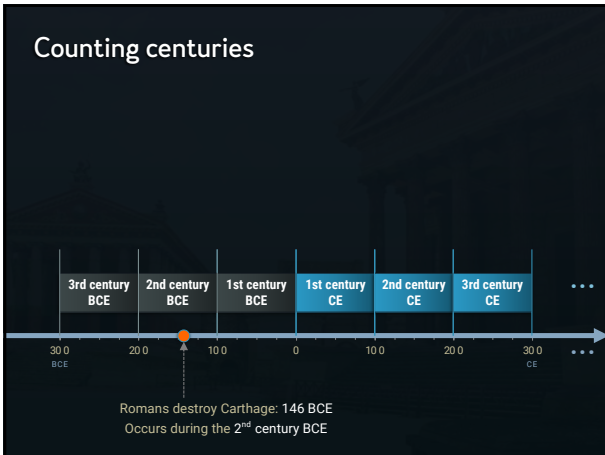
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Periodization

- 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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