

Syllabus Packet



# History of Ancient Greece

Fall 2023 • Prof. Mark Wilson

# Course Info

## Meeting times, office hours, and objectives.

**HIA 320: History of Ancient Greece.** 3 hours, 3 credits. *In-Person lecture. Writing and Research Intensive.*

In this course we will explore the beginnings of European civilization—its gradual unfolding and culmination in Greece, through examination of the key transformations of Greek culture and city-states from the Bronze Age up through the hellenization of the east by the Makedonians.

**Details** HIA 320-XH81 (47928), Fall 2023.

- Crosslisted with: HIA 720-XH81 (47927), LEH 354-XH81 (49100).
- Meetings: Thursdays 6:00–8:40 p.m., in Carman 209.

**Instructor** Dr. Mark B. Wilson, Adjunct Assistant Professor.

- Office: Carman 292.
- Email: [mark.wilson@lehman.cuny.edu](mailto:mark.wilson@lehman.cuny.edu).
- Website: [markbwilson.com](http://markbwilson.com).
- BlackBoard: <https://bbhosted.cuny.edu/>.

**Office hours** Tuesdays and Thursdays 5:00–5:45 p.m. in CA-292.

## Rationale

More than any other ancient culture, the world of Hellas—the Greek-speaking lands and islands of the Aegean Sea and beyond—attempted to improve and perfect society and civilization, to such an extent that Hellas became a crucible for the fundamental ideas of the “western” world, ideas that formed the bedrock for nations disseminated far and wide across continents and oceans. What made the Greek ideas about how humans relate to the world and each other so elemental? How did the peoples of Hellas evolve their unique perspective?

## Specific Learning Objectives

In this course we'll be pursuing a number of goals, including:

- Exploration of the emergence of Greek civilization and its implications for humanity
- Relation of the cultures and beliefs of other Eastern Mediterranean societies to those of Greece
- Exploration of the transformation of Greek social, military, religious, and other norms from the rise of the Minoans to the Macedonian conquest of southwest Asia
- Discussion of the relationship between the ideals of ancient Hellas and the modern Western ethos
- Development of the skills associated with the study of history, including the interpretation of primary sources and other evidence.

# Books

Two books are required. Some possible ways to get them are listed below.

Apart from these two assigned texts, the remaining required readings for the course are posted online. These materials may be found on the Schedule page and are also collected on the PDF/Print page.



① ***Ancient Greece: A Political, Social, and Cultural History, 4th Edition***  
by Sarah Pomeroy et al. Oxford U. Press, 2017. 9780190686918.  
\$79.99 (list price, but see links below for possibly cheaper alternatives).

- Getting this book:
  - A physical copy is on reserve at Lief Library.
  - Rent (new, used, or digital) or buy (new or used) via the Lehman Bookstore.
  - Rent or buy (new or used) via Valore Books or Amazon. Buy (new or used) via Abe Books or Alibris.
- Older editions: The third edition is similar, but the second is significantly different.



② ***Four Texts on Socrates, Revised Edition***  
ed. by Thomas G. West and Grace Starry West. Ithaca: Cornell Press, 1998. 9780801485749.  
\$14.95.

- Getting this book:
  - A physical copy is available in the stacks at Lief Library.
  - Hourly borrowing is available via the Internet Archive. Rent or buy (new or used) via the Lehman Bookstore or Valore Books. Buy (new or used) via Amazon, Abe Books, Alibris, Better World Books, or Powell's.
- *Four Texts on Socrates* has Aristophanes's *Clouds*, which we'll be reading in class. The other works included in this text may help your interpretation of the play and especially your essay..
- There are basic transcriptions of *Clouds* online, but again the intro and notes will be vital to your appreciation of the play, so you should use this book or another full-text book edition.

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The assigned books are available from Lehman College Bookstore and from Amazon and other online retailers (try searching aggregators such as Bookfinder for the best deals). Make sure you do so enough in advance that you'll receive the books in time for the assignments.

# Grading

Your overall course grade will be determined by your performance on quizzes, two presentations on a primary source, an essay, a position paper, and a final exam.

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

Quizzes	15%
Presentation and Write-Up on a Primary Source (2)	15%
<i>Clouds</i> Essay	15%
Position Paper	25%
Final Exam	30%

## Quizzes

We'll have short, timed, in-person quizzes at the start of most classes to help gauge our relationship with the material.

Quizzes take place at the start of class, right at 6 p.m., so it is important to arrive on time and prepared.

**Content.** Quizzes are based on the material you've prepared for that class, including:

- the textbook assignment for that meeting as listed in the Schedule, and
- the assigned primary source reading or section from *Clouds* for that meeting.

If you did your reading for the class, you should be prepared for the quiz. Quizzes are always based on the materials assigned for that class meeting, even if I am slightly behind the syllabus in class. Make sure to always do the assigned readings.

**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.

## Written Assignments

You'll write two major essays for this course: a short one on the Athenian comedy *Clouds*, and a researched position paper due at the end of the semester.

- **Clouds Essay.** This is a 3-to-4-page interpretive essay on Aristophanes's *Clouds* and its relationship with actual events in classical Athens.
- **Position Paper.** This is a 6-to-8-page researched essay discussing a turning point in Greek history of your choice. For this you will be examining the source material, causes, and effects of the event or transformation and drawing your own conclusions about its meaning. We'll talk in class about what's expected and work through the assignment in stages.
- **Proposal.** As part of the preparation for the position paper, you will turn in a proposal partway through the semester outlining what you intend to write about, so I can give you feedback on your plans.

Details for each of these assignments are on the Essays page.

**Optional Draft.** You can submit a draft of the *Clouds* essay or the position paper to me up to a week before it's due; I'll give you some general feedback (but not a grade). Because I accept drafts, I do not allow students to submit revised versions of their final paper after the due date. To make sure I see it soonest, please email me your optional draft rather than uploading it to BlackBoard.

## **Presentations on a Primary Source**

You'll make two short presentations in class on one of the primary source excerpts assigned as class readings, one in the first half of the semester and one in the second half.

Your presentation will give the class your perspective on (a) what this reading means, (b) the author's perspective on the topics, and (c) how it relates to the material being discussed in the course.

**Sign-ups.** Sign up for these presentations on the sign-up sheet. Your presentation will be given the day that reading is assigned on the schedule.

**Write-ups.** A 2-to-3 page written version is due by the next class meeting after your presentation. The requirements are given in the Essays page.

## **Final Exam**

You will take an in-person final exam at the end of the semester.

The final will cover from the midterm onward—except for the essay portion, which will cover themes from the entire course. We'll discuss the content and structure the week before the final, and a review sheet will be provided. The final exam lasts two hours and will take place on the day designated by the registrar's office.

Review materials for the exams will be posted on the Exams page close to the exam dates.

# 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.
  - Textbooks are designed to give you the basics; in our class meetings we try to make sense of things, and sift out what's important. Missing classes means you miss out on a key part of our trying to put things together.
  - If you miss quizzes, 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 stay home. **If you have tested positive for COVID-19**, please contact the Health Center at [med.requirements@lehman.cuny.edu](mailto:med.requirements@lehman.cuny.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 ideas we're reading about or discussing in class.
- **Come to the class meetings prepared.** By prepared, I mean you should have done the readings and videos for that day—and thought about them. Come in ready to talk about your reactions to the readings, 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, 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 folders. 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. If you're considering withdrawing, talk with me first and see if we come up with a plan.

## Submitting Assignments

- **All written assignments must be submitted via BlackBoard** using the upload links there. BlackBoard is accessed through CUNY Login. If you have trouble with BlackBoard, please call the IT helpdesk at (718) 960-1111 or go the Lehman College BlackBoard support page. I won't accept written assignments by email. If BlackBoard itself is down, I'll announce alternative arrangements.
- **Late assignments will be marked down.** I'll still accept late submissions, but there will be a penalty that will hurt your grade.
- Written assignments will be marked down one letter grade per week after the assignment due date, up to a maximum of 30 points. That means you're still better off turning in your paper late, and having it be marked down, than not turning it in at all.
  - I do not give extra credit opportunities except to the entire class. I do not grade on a curve.
  - I do not give incompletes unless we've discussed and agreed on the grounds for giving one prior to the final exam.
  - Make-up assignments or exams are given only in cases of documented medical emergency or comparable life disruption.
  - I do not accept rewritten essays after an assignment has been submitted, graded, and returned; but some deductions are reversible (see the sample grading sheet on the Requirements page).
- Any instances of plagiarism, whether on essays, papers, quizzes, or exams, will have dire consequences. See the policies page for what counts as plagiarism and the penalties involved in presenting the work of others as your own.



## THE CLASSICAL FERMENT

### 7 The Legacy of the Persian Wars Thursday, October 12

Chapter 6

Also read one of the following:

- pseudo-Xenophon / On the Athenian Constitution
- Euripides / from *Medea*
- Plutarch / Pericles and Cimon
- Various / Documents on Greek Slavery
- Antiphon / Arguments in an Accidental Homicide

**The Proposal is due Monday, October 9.**

### 8 History, Tragedy, and Comedy Thursday, October 19

Chapter 7 pp. 277-302

■ *Clouds*, intro + first half

### 9 Athens in the Classical Period Thursday, October 26

Chapter 7 pp. 303-323

■ *Clouds*, second half

### 10 War Between the Greeks Thursday, November 2

Chapter 8

Also read one of the following:

- Thucydides / Perikles's Funeral Oration
- Thucydides / Civil War in Corcyra
- Thucydides / The Plague at Athens
- Thucydides / The Melian Dialog
- Andocides / A Charge of Sacrilege

### 11 The Fourth Century Crisis Thursday, November 9

Chapter 9

Also read one of the following:

- Plato / The Death of Socrates
- Plato / The Allegory of the Cave
- Cornelius Nepos / On Epaminondas
- Xenophon / The Battle of Leuctra
- Unknown / Athenian Bankers

**The *Clouds* essay is due Monday, November 6.**

## HELLENISM AND THE WORLD

### 12 The Rise of Makedon Thursday, November 16

Chapter 10

Also read one of the following:

- Justin / The Beginning of Philip of Makedon's Reign
- Demosthenes / The First Philippic
- Isocrates / Address to Philip
- Demosthenes / The Last Stand
- Plutarch / The Murder of Philip II

Thursday, November 23

No meeting— Thanksgiving Day

### 13 Alexander the Great Thursday, November 30

Chapter 11

Also read one of the following:

- Aristotle / The Ideal State
- Plutarch / Death of Alexander
- Plutarch / On Alexander
- Arrian / Speech of Alexander the Great

### 14 The Hellenistic World Thursday, December 7

Chapter 12

Also read one of the following:

- Athenaeus / The Procession of Ptolemy II
- Theocritus / Women at the Adonis Festival
- Diogenes Laërtius / On Zeno the Stoic
- Polybius / The Destruction of Corinth

**The Position Paper is due Monday, December 11.**

Final Exam

Thursday, December 14

The final exam will be held on Thursday, December 14 from 6:15 to 8:15 p.m. in our normal meeting room.

### Sections in *Clouds*

Page numbers refer to the Wests' *Four Texts on Socrates* assigned for this class. Any good edition will have line numbers; see me if yours doesn't. We are reading the whole play (it's not very long).

	<i>lines</i>	<i>pages</i>
West's Introduction		29-37
1. Strepsiades's Problem	1-13	115-120
2. The Thinkery	133-365	120-130
3. Gods and Memory	366-518	131-136
Clouds' Response 1	518-626	136-141
4. Hen and Cock	627-888	141-151
5. The Debate	889-1114	151-161
Clouds' Response 2	1115-1130	161
Old and New Day	1131-1213	161-164
6. The Creditor	1214-1320	165-169
New Morality	1321-1492	169-176
The Purge	1493-1510	176

# Written Assignments

For this course, you'll write two major essays for this course: a shorter one on the Athenian comedy *Clouds*, and a researched position paper due at the end of the semester.

Before uploading, make sure your essays meet the Requirements for All Papers. All written assignments must be submitted via BlackBoard.

	<i>Upload by</i>
Essay on <i>Clouds</i>	Monday, November 6
Proposal for the Position Paper	Monday, October 9
Position Paper	Monday, December 11
Presentation Write-Ups (2)	One week after in-class presentation

## IMPORTANT:

- **Watch the video.** The overview video explains what I want you to cover in the essay and what I'm expecting in terms of arguments, evidence, and structure.
- **Before you upload,** make sure your essay meets the Requirements for All Papers, including formatting, structure, and citations.
- **For how to do citations and bibliographies,** see the Research and Citation Center. You will be marked down drastically if your paper is not properly cited.

# Essay on *Clouds*

**The assignment:** Write a 3- to 4-page essay comparing three moments from *Clouds* to another work in order to take a position on the culture, beliefs, and social expectations of classical Athens, responding to one of the following three prompts.

## IMPORTANT:

- **Watch the video.** The overview video explains what I want you to cover in the essay and what I'm expecting in terms of arguments, evidence, and structure.
- **Before you upload,** make sure your essay meets the Requirements for All Papers, including formatting, structure, and citations.
- **For how to do citations and bibliographies,** see the Research and Citation Center. You will be marked down drastically if your paper is not properly cited.

## OPTION 1: Right and wrong in *Clouds*

*Clouds* emphasizes traditional values throughout the play and then ends with violence. Does *Clouds* offer an internally inconsistent message on morality?

- First, choose a tragedy from the Greek classical period in which morality is a key issue. (Popular options include *Medea* by Euripides; *Elektra* by Euripides or Sophocles; and *Antigone* by Sophocles; but there are other possibilities as well.)
- **Describe and discuss** three incidents from *Clouds* that involve a moral decision or an argument between characters about what the morality of an action. Compare each of these incidents with a similar (or contrasting) moment in the tragedy you've selected.
- **Make an argument** for the consistency of the moral argument of *Clouds* by comparing it with the moral argument in the tragedy. Where do both plays stand with regard to the Athenian debate on relative morality (*nomos vs. physis*)?

## OPTION 2: Aristophanes's agenda

The surviving plays of Aristophanes range over a long and turbulent period of Athenian history. Do Aristophanes's opinions and technique change over time?

- First, choose another play by Aristophanes. (Popular options include *Frogs*, mounted in 405 BCE, 11 years after the revised version of *Clouds*; *Birds*, mounted in 414; and *Wealth*, mounted in 388; but any of the 11 surviving plays is fair game. Full texts in English are available here.)
- **Describe and discuss** three moments from *Clouds* that reflect either Aristophanes's opinions or how he makes the play reflect them. Compare each of these moments with a similar (or contrasting) moment in the other comedy.
- **Make an argument** for the consistency of Aristophanes's approach to writing, and the evolution of his overall philosophy across this most troubled period. What themes and ideas are present in both plays? Is his approach, methodology, or agenda consistent? If not, how does it change?

## OPTION 3: Socrates vs. Socrates

The "Socrates" found in Aristophanes's *Clouds* is a deliberate distortion driven by a desire to discredit the real Socrates. What does this version of Socrates have in common with the one depicted in works by Socrates's student, Plato?

- First, choose a work by Plato in which Socrates is a major character. (Possibilities include: *Phaedo*, which has Socrates discussing life and afterlife on the brink of his execution; *Apology*, a version of Socrates's self-defense against charges of irreligion; or any of the other dialogues that focus on how Plato wanted to show Socrates's methods and beliefs. Full texts in English are available here.)

- **Describe and discuss** three moments from *Clouds* that reflect an opinion or behavior expressed by Aristophanes's version of Socrates. Compare each of these moments with a similar (or contrasting) moment in the work by Plato. What characteristics of Socrates and his philosophy were most exaggerated by the two authors (either in ridicule or praise), and why?
- **Make an argument** about how Socrates was seen by Athenians in their time of strife. What stood out about his behavior and beliefs that caused him to be venerated by some, and yet so feared by others that he was executed?
- (What's important to remember is that both versions of Socrates are distortions, twisted in the service of what their authors were trying to say about them. Aristophanes and Plato each had an agenda with respect to how they wanted to show Socrates. That means that both authors offered a distorted picture of Socrates that separates us from the real-life man.)

# Proposal for the Position Paper

**The assignment:** Write a one-page proposal for the position paper due at the end of the semester, giving the topic and a possible thesis.

## IMPORTANT:

- **Watch the video.** The overview video explains what I want you to cover in the essay and what I'm expecting in terms of arguments, evidence, and structure.
- **Before you upload,** make sure your essay meets the Requirements for All Papers, including formatting, structure, and citations.
- **For how to do citations and bibliographies,** see the Research and Citation Center. You will be marked down drastically if your paper is not properly cited.

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

## 1. 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 something that the people at the time might have debated (e.g., "Who was truly to blame for the Peloponnesian War?" as a debate arising amongst the Greeks during or after the war), or a question arising among modern historians (e.g., "Was the Athenian Empire an actual empire?"). 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 wacky, make it provocative—anything is fine as long as you make an argument regarding your chosen topic and support it with facts.

## 2. Write a proposal

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 views people might take. To make sure you have two clear 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 to the position paper, and may serve as the basis for it. A sample introduction is shown on the Position Paper page.

The proposal is not graded, but whether you submitted a proposal on time will be factored into the final grade for the position paper. I will give you feedback on things like the feasibility of researching your topic, whether the scope is too big or too narrow for a paper like this, and some possible sources you might want to look at.

Note: A sample proposal can be found on the course website, on the Proposal page.

Note: The one-page proposal described here is what's due in Week 7.

# Position Paper

**The assignment: Write a 6- to 8-page position paper, due at the end of the semester, in which you express an opinion about a topic related to Greek 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.**

## IMPORTANT:

- **Watch the video.** The overview video explains what I want you to cover in the essay and what I'm expecting in terms of arguments, evidence, and structure.
- **Before you upload,** make sure your essay meets the Requirements for All Papers, including formatting, structure, and citations.
- **For how to do citations and bibliographies,** see the Research and Citation Center. You will be marked down drastically if your paper is not properly cited.

The first stages of writing this paper involve choosing a topic and writing a proposal. For these two stages, see the video and details on the proposal page.

## 3. Find your evidence

The next step after writing your proposal and reviewing my feedback is to gather the research you will need to support the arguments you'll be making in your paper.

Research your topic and find at least three sources that will provide you with evidence for your argument; these need to be primary and secondary sources only (see the Research and Citation Center for more on sources). 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. See the Research and Citation Center for more on sources.
- For guidance on finding full-text online primary and secondary sources, see the Research and Citation Center. We will talk about this in class as well.

## 4. Make your argument

Finally, you'll be writing a 6- to 8-page paper, with an introduction stating your thesis; three sections covering reasons why your thesis is valid, supported by evidence; and a conclusion consolidating your reasoning and showing how it demonstrates the validity of your thesis.

- 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).
  - See sample below.
- 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.
  - Each section starts with an assertion followed by evidence, and each section builds on the previous sections to make an overall argument.

**For example**, if you were writing the Hannibal/elephants paper introduced above, you could start one section with an assertion that elephants were not a bad idea inherently, then discuss evidence showing the effective use of elephants in war.

Then begin the next section with an assertion that Romans were adaptable in war, and discuss evidence showing how Romans changed their military tactics and strategies to meet new kinds of war and new 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 overcame the use of elephants in the fight with Hannibal.

- End with a conclusion that shows how your three assertions came together to support your thesis.

Your essay must have citations for all quotes, paraphrases, and ideas from your sources. There must also be a bibliography that lists your sources. We'll talk about this in class, and see the Research and Citation Center for more.

### **Optional Draft**

You may submit an optional draft two weeks before the final due date. It should include most of your paper (at least two thirds of the final content, with sections to be written described in square brackets). I'll give feedback, but not a grade, to help you refine your final paper.

To make sure I see it soonest, please email me your optional draft rather than uploading it to BlackBoard.

### **Sample Introduction**

Hannibal Barca, the great Carthaginian general, brought 37 war elephants with him over the Alps into Italy, and at the climactic Battle of Zama they had a front line that included 80 elephants. Did Hannibal's elephants really make a difference? *Some say that Hannibal's elephants were crucial in establishing the morale of his troops against the legendary Roman legions and in intimidating other armies along the way into alliances; but others say that Hannibal's elephants did the Carthaginian side more harm than good in their fight with Rome.* **I believe that Hannibal's use of elephants was a mistake, not because war elephants were a dumb idea in general, but because Roman adaptability meant that the Romans would inevitably find a way around them.**

**PROBLEM >**

**OPPOSING >**

**SIDES >**

**THESIS >**

# Presentation Write-Up

The assignment: For each of your two presentations on primary sources, write a 2- to 3-page essay that summarizes and interprets what the reading tells us.

Your write-up should include the following:

- **Brief summary.** Describe what the document says and, more importantly, what the author is trying to say about the subject at hand.
- **Analysis.**
  - 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. Give examples from the document that illustrate your assessment of the author's spin.
  - Provide perspective 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 25% 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 reactions that came up during the in-class discussion that followed the presentation.

# Requirements for All Papers

All written assignments for this course **MUST** adhere to these requirements—or be subject to a reduced grade. Check for all of the following before submitting any paper.

## Formatting musts

All papers submitted to me must:

- Be typed, double-spaced, in 12 pt. standard font, with one-inch margins. Do not add extra blank lines between paragraphs; instead, indent the first line of each paragraph to show a new paragraph has begun.
- Have a cover page with the title, your name, my name, and the date.
- Have page numbers on each page after the cover. The cover should not have a page number.
- Include both citations and a bibliography. (See *Evidence musts*.)
- Run at least the required length specified in the assignment.
- Have titles of books, films, and plays italicized and capitalized.
- Be submitted on time via BlackBoard as a Word or compatible file attachment or as a PDF attachment.

## Evidence musts

All papers submitted to me must:

- Support all assertions with evidence from your sources.
- Use only primary and secondary sources. Tertiary sources are not allowed, ever.
- Provide a footnote or a parenthetical citation for all direct quotations, descriptions, paraphrases, and ideas from sources, with the required info (author from bibliography plus page or section number).
- Include a bibliography listing all sources used, with all required info (author, title, publisher, year).

## Structure musts

All papers submitted to me must:

- Have an introduction paragraph that states the problem or question being addressed; discusses possible opinions on this problem; and ends with a thesis statement—a statement of opinion that someone could disagree with.
- Cover three reasons why your thesis is true. Each should have an assertion (what your reason is), a description of supporting evidence (some moment in your evidence that's an example of your assertion), and a discussion of how your evidence demonstrates the point you're making.
- Have a conclusion that summarizes your three reasons and why they support your thesis.

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*If you are uncertain how to do any of this, ask me before submitting your paper.*

## Hints for meeting requirements

### *Formatting musts*

- **Use the template.** Save the trouble of setting up the cover and page numbers—use the MS Word template file I created.
- **Page counts.** Page counts are for full pages not counting the cover page and bibliography. If the requirement is “3-4 pages”, what I am looking for is at least 3 full pages of text, not counting the cover and not counting the bibliography.
- **BlackBoard notes.** You may only submit via BlackBoard. Do not submit written assignments as submission text—they must be file attachments. If you need help with BlackBoard, go to the Lehman IT BlackBoard support page or call the IT helpdesk at (718) 960-1111.

### *Evidence musts*

- **You may not use tertiary sources for any assignment.** Tertiary sources include textbooks, encyclopedias, study guides, dictionaries, my lectures, YouTube videos, TV documentaries, blogs (even history-themed ones), essay aggregation platforms, and generally almost everything on the internet except online scholarly journals and transcribed primary sources. If you're not sure, ask me.
- **Citing direct quotes is not enough.** This common mistake will lose you points. Paraphrases and ideas must also be cited.
- **Citation styles.** You can use Chicago, MLA, or any other citation style. What matters to me is that anything that's not your analysis must have a footnote or a parenthetical citation that points to an item in your bibliography. See the Elephant Pamphlet for more on citations and bibliographies.
- The number of sources you need to use varies from assignment to assignment.

### *Structure musts*

See the Elephant Pamphlet for more on how to do all of this, including thesis statements, essay structure, and citations.

- **Optional draft.** You can submit an optional draft for any paper, no later than one class meeting before the due date. I won't grade it, but I'll give you feedback about how well you're addressing your topic and thesis. To make sure I see it soonest, please email me your optional draft rather than uploading it to BlackBoard.
- **Grammar.** I will not mark down for grammar, but clarity is important. Please spell-check and, if you're not sure about your writing, have a friend read it.
- **See me for guidance.** I am available anytime, by email or in office hours, to discuss any aspect of your paper.

## Grading Criteria

### Introduction (20%):

- States a topic and problem within the assignment
- Ends with a definite thesis statement (a specific opinion that can be disagreed with)
- Thesis gives insight into the assignment prompt

### Organization (25%):

- Main body organized in 3 sections, each addressing a different aspect of the thesis and building support for it
- Each section is driven by a specific, concrete assertion
- Each section is self-contained and focused on its topic

### Analysis (25%):

- Interpretation dominates over description (why over what)
- Analysis prefers the specific to the general
- Analysis provides insight on the relevant time and culture
- Analysis supports the section assertions and overall thesis
- Analysis provides in-depth answers to questions in prompt

### Evidence (15%):

- Evidence used is relevant and well-chosen
- Assertions are consistently supported by evidence
- Independent voice retained with judicious use of quotes

### Conclusion (15%):

- Paper ends with an appropriate concluding paragraph
- Conclusion draws together the arguments made in each section and reinforces the thesis
- Conclusion answers questions from assignment prompt



## Grading Deductions

There are two kinds of deductions relating to formatting, citations, and other technical requirements (see above for the requirements for all papers). Some deductions are reversible and can be gotten back by resubmitting the assignment with the issues corrected. Other deductions are not reversible.

**Reversible deductions.** If you have one of these deductions, you may resubmit your paper with these problems fixed, and I will modify or remove the deductions. Only these deductions can be reversed.

No cover sheet	-3
No page numbers	-2
Work titles not italicized/capitalized	-2
Missing items in bibliography	-4
No bibliography	-8
Some citations missing	-5
Many citations missing	-10
All citations missing	-30

**Nonreversible deductions.** These deductions reflect problems inherent to the paper as it was submitted. They cannot be reversed.

Submitted late (1 meeting)	-10
Submitted late (2 meetings)	-20
Submitted late (3+ meetings)	-30
Too short	-10
Fewer sources than required	-20
Tertiary sources used	-10
Heavy use of tertiary sources	-25
Plagiarism	-100

# Exams

**There will be an in-person final exam at the end of the semester.**

The final exam will be held in-person on Thursday, December 14 from 6:15 to 8:15 p.m. in our normal meeting room.

Please arrive on time. You will only have the two-hour exam period to take the exam.

Review materials will be posted closer to the exam date.

**If you miss the final exam:** Make-ups will be arranged only in cases of documented personal or medical emergency. Otherwise, per CUNY policy a student who does not complete the course by taking the final exam will automatically receive a grade of WU (unofficial withdrawal), which counts as an F toward your GPA, unless an incomplete has been mutually agreed by student and instructor prior to the ultimate submission deadline for the course (Monday, December 25).

# Academic Policies

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 syllabi, with clarifications relating to this course as required. You are responsible for this information and for all information in this syllabus.

## 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 sift out what’s important. Missing classes means you miss out on a key part of our trying to put things together.
  - If you miss quizzes, 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.

## 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 instructor.

- Office of Student Disability Services: Shuster Hall, Room 238, 718-960-8441.
- Student Disability Services: <http://www.lehman.edu/student-disability-services/>
- Email: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu).

## Technology and Blackboard Information

You are required to use Blackboard to access course materials and to post assignments to Safe Assign.

You are required to provide your best email address to me; if not provided I will use the one given by the school. Either way you must sign into that email account for course messages—and check it! Blackboard will only allow me to send individual and mass messages to Lehman accounts. If there is an issue, this is the only account to which I can send and if I email the class something, the fact that you didn’t know about an assignment or course change because you don’t check your email will never be accepted for not knowing the information.

- Blackboard Links and Support: <http://www.lehman.edu/itr/blackboard.php>
- For Information Technology: <http://www.lehman.edu/itr/>

## Instructional Support Services (ISSP)

Lehman College's Instructional Support Services Program (ISSP) is home of the Academic Center for Excellence (ACE) and Science Learning Center (SLC). Both offer students an array of activities and services designed to support classroom learning. Open to students at any level, there are individual, small group, and/or workshop sessions designed to improve "proficiency in writing, reading, research, and particular academic subject areas. Computer-assisted writing/language tutorial programs are also available," as well as individual tutors, workshops and tutors.

- Regular tutoring hours for fall and spring semesters are: M–T 10 a.m.-7 p.m., and Sat. 10 a.m.-2 p.m.
- Lehman College Tutoring Center (LTC): Humanities, Social Sciences, and Writing Tutoring:  
<http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php>
- Or visit the offices in the Old Gym, Room 205; or call ACE at 718-960-8175, and SLC at 718-960-7707.

Library Tutors are also available in the Library. These tutors offer help with Library resources and computers.

## Writing-Intensive Course Requirements

Lehman Students must complete four writing-intensive courses. In a WI Course, "students should be expected to write approximately 15-20 pages of proofread, typed work that is turned in to the instructor for grading." Various courses stipulate various requirements designed to meet this requisite over the course of the semester. WI courses focus on revision, short and long assignments, graded and ungraded writing, journals, etc, and each will have "a class-size limit of twenty-two. Under no circumstances will more than twenty-five students be admitted to any writing-intensive section."

- Writing Intensive FAQs: <http://www.lehman.edu/academics/general-education/writing-faqs.php>

## Student Handbook

Students are strongly encouraged to download and become familiar with the Student Handbook.

- Student handbook link: <http://www.lehman.edu/campus-life/support-services.php>

# Academic Integrity and Plagiarism Policy

Assignments that include any plagiarism will receive a zero. Students engaging in repeated instances of plagiarism will fail the course and will be remanded for disciplinary action.

## What counts as plagiarism?

Here is CUNY's official definition of plagiarism:

- Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
  - Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
  - Presenting another person's ideas or theories in your own words without noting the source.
  - Using information that is not common knowledge without acknowledging the source.
  - Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers; paraphrasing or copying information from the internet without citing the source; and "cutting & pasting" from various sources without proper attribution.

## Key points

**Use of writing or ideas.** The key phrase is right up front in the definition: "another person's ideas". Copying and pasting from another source without attribution is plagiarism, but so is using someone's ideas even if they're reworded. Plagiarism is the act of using someone else's work and presenting it as your own, under your name.

**What is an essay?** When you present an academic essay, it's an act that says, "This is what I think. These are the conclusions I have drawn from studying this issue." An essay is your assessment of a subject, and the ideas in it are presented as your ideas, with any ideas not your own carefully footnoted and clearly segregated so it's clear what is your analysis and what is evidence drawn from primary or secondary sources.

**Paraphrasing.** Paraphrasing or putting things into your own words does not alter the use of someone else's ideas as your own. Here's why. If the phrase appearing in an essay written by someone else is, for example, "To apply this type of painting to residential interiors was a Roman idea", and in your essay it's reworded as "it was the Romans who applied this type of painting method to home walls", it doesn't change the fact that someone else's ideas are being presented as if they were your own, as if those ideas originated in your own mind. It's still intellectual dishonesty.

**Citations.** All information from any source you use must have a citation, period. This is true whether it's a direct quote, a paraphrase, or just an idea you're talking about that came from the source you used. For more information on citations, please see the section on citations and bibliographies in the Elephant Pamphlet (pages 13-19).

**Self-plagiarism.** Reusing writing you've previously submitted for credit, in order to get credit for it a second time, is a form of academic dishonesty known as "self-plagiarism." For example, if you retake a course, you may not submit a paper, or parts of that paper, that you previously submitted for credit the first time you took the course for the same assignment the second time you take that course. You must write a different paper consisting of new material for the submission the second time around. Similarly, if you wrote a paper for course A, and course B has a similar assignment, you may not submit that paper, or parts of that paper, for the similar assignment for course B. You must write a different paper consisting of new material for course B.

## CUNY plagiarism policy

“Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and Lehman College’s Academic Integrity Officer.

### Policy for this course

Lehman College is committed to the highest standards of academic honesty.

Acts of academic dishonesty include—but are not limited to—plagiarism (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action.

Plagiarism includes the incorporation of any material that is not original with you without attribution, whether from a book, article, web site, or fellow student, in any paper or assignment.

Assignments that include any plagiarism will receive a zero and the offending student will be subject to additional action by the College. Students engaging in repeated instances of plagiarism will fail the course outright and will be remanded to the College for disciplinary action.

- For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit:  
<http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

# Citations

**Citations are absolutely essential in any academic paper, but particularly and especially in history. All information that is not from your own head must be cited, whether it's a direct quote, a paraphrase, or even just an idea.**

Citations are how we can tell the difference between what you're claiming is your research and analysis, and the work of others. If you don't cite others' work, you're claiming it for your own, and that's plagiarism. Plagiarism is not tolerated at any academic institution; the lightest you'll get off is a zero for the paper, but in many cases harsher penalties are invoked, including an F for the course and academic disciplinary proceedings that may result in a range of transcript-damaging punishments.

It is therefore crucial that you distinguish evidence you've gathered from primary and secondary sources from your own discussion, interpretation, and analysis. You do that with citations.

Having proper citations means making sure your paper has both of the following

- a bibliography: A list of the books and articles you used, and
- footnotes or in-text cites: which item in your bibliography a piece of information came from, plus a page number.

See the above links for more on how to make sure your papers are properly sourced and cited.

# Sources

## What kinds of evidence can you use, and what are the problems with them?

1. **Primary sources** are documents and artifacts that come from the time and place being investigated and so provide first-hand testimony.
2. **Secondary sources** are where a scholar writes about and interprets *primary* sources, drawing conclusions about what they tell us about the time and place they come from. Secondary sources include scholarly books that use primary sources and articles in peer-reviewed academic journals.
3. **Tertiary sources** involve writers bringing together *secondary* sources and averaging them out to make general statements about history.

### Primary Sources

Primary sources are great because they give us direct access to what we're writing about. But you must remember that they are not the truth and must not be taken at face value.

Primary sources are always distorted by intentional bias (the author wants to convince you of something); unintentional bias (the author's writing is shaped by his or her culture and upbringing); point of view (the author only knows what he or she actually saw); translation (all ancient sources were written in another language unlike English, so the content is always altered by translation); survival (only some documents survive from the ancient world, and some of them were deliberately selected to survive in the intervening centuries while others were not, skewing out evidence pool). *You must always ask what idea the author was trying to convince you of in writing the work at hand.*

If the events themselves are "level zero", primary sources ("level one") are a full layer of distortion away from the truth. Because of bias and point of view, there is always this layer of distortion in all primary sources. All primary source evidence is skewed and we cannot know the pure truth. There are no facts in history. Consequently, primary source evidence must always be unpacked for bias and other distortions.

### Secondary Sources

Secondary sources are valuable because they provide both expert testimony and useful contextualization not always present in primary sources. But secondary sources are, by their nature, interpretations. They are the subjective conclusions of a particular researcher, and history works by historians looking at the same evidence and positing different and often conflicting interpretations until there is a general agreement (which in many cases does not happen, especially in ancient history where there's less evidence to examine). They are not the truth either; they are informed opinion. Secondary evidence adds a layer of interpretation to events, distancing them even further from events than primary sources.

### Tertiary Sources

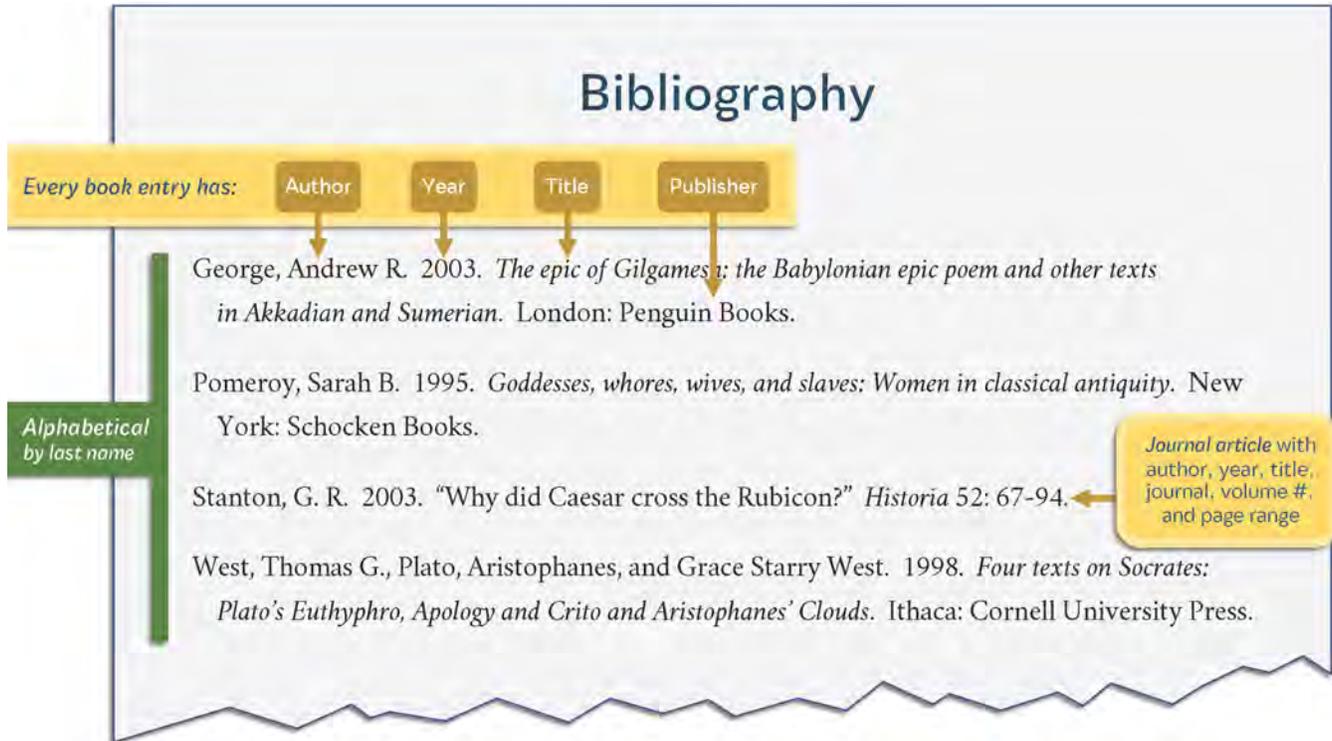
These include *textbooks, encyclopedias, dictionaries, and most web sites* (excluding peer-reviewed journals and transcriptions of primary sources). Also banned are "*reference entries*" (these generally come from encyclopedias) and reviews, which involve a scholar talking about a secondary source (and which is therefore tertiary). You want the secondary source itself, not a review.

**Tertiary sources are not allowed under any circumstances**, and you will be strongly penalized for citing tertiary sources in any paper for a history course. The level of distortion, away from the testimony of primary sources and the nuanced arguments of secondary sources, is too great.

# Bibliographies

Every written assignment must have a bibliography listing all books and articles used.

Here's what it should look like:



The idea is that anyone looking at your paper should be able to find the sources you used. So you list each source you used with its basic identifying info. For books, that's author, year, title, and publisher.

## FAQ: Bibliography

- **Where can I find the info?** Check the copyright page. If there's more than one copyright year, use the earliest one. Or look it up on worldcat.org.
- **Ebooks too?** Yes. Online full-text ebooks and ebooks downloaded to a reader must also be listed. Usually there's still a copyright page. With full-text resources found through the Library's OneSearch feature, the info you need will be on the library info page you opened it up from.
- **Chicago style? MLA?** I don't care which academic style you use. Two things matter: that you list each source you used (once), and that each entry contains author, year, title, and publisher.
- **What about journal articles?** Same idea: you give the author, year, article title, journal name, journal volume number, and page range. See the third entry in the sample above for an example.
- **How do I list online primary sources?** Online primary sources were almost always transcribed from a book. Most of the time the info on that book is listed at the beginning of the translation, or at the bottom of the web page. Make sure to include the translator's name, the year, and the publisher. If you can't find it, email me.

# Footnotes & In-Text Cites

All info that came from your sources must be cited with a footnote or an in-text parenthetical citation.

Two key ideas to bear in mind:

1. Doesn't matter if it's a quote, a paraphrase, a description, or an idea. If it came from a source, it must be cited.
2. A footnote says this information came from one of the items in your bibliography, and that it came from a particular page.

**1** Any information that came from your sources *must be cited*, whether it's a *direct quote*, a *paraphrase*, a *description*, or even an *idea*.

Prostitutes are consistently shown in ancient... outside the social structure of the community, and yet at the same time they are presented as manifestations of the feminine idea. In *The Epic of Gilgamesh*, Enkidu's actuation as a man, a citizen, and as a counterpart to Gilgamesh is all made possible by the harlot Shamhat, who performs "the work of a woman" — the miraculous transformation of a male beast of the wild into a valuable member of society on equal footing to its king. The most famous woman in fifth-century Athens was Aspasia, who started as a trained consort (called a *hetaera*) and ended as a madam. She stood separate from conventional society, yet was still seen as an empowered embodiment

<sup>1</sup> George, 7.  
<sup>2</sup> Pomeroy, 89.

A footnote says: "I found the information I'm quoting or describing in this book, on this page." Like so:

Prostitutes are consistently shown in ancient... outside the social structure of the community, and yet at the same time they are presented as manifestations of the feminine idea. In *The Epic of Gilgamesh*, Enkidu's actuation as a man, a citizen, and as a counterpart to Gilgamesh is all made possible by the harlot Shamhat, who performs "the work of a woman" — the miraculous transformation of a male beast of the wild into a valuable member of society on equal footing to its king. The most famous woman in fifth-century Athens was Aspasia, who started as a trained consort (called a *hetaera*) and ended as a madam. She stood separate from conventional society, yet was still seen as an empowered embodiment

<sup>1</sup> George, 7.  
<sup>2</sup> Pomeroy, 89.

**2** A footnote points to an item in the bibliography and adds a page number.

**Bibliography**

George, Andrew R. 2003. *The epic of Gilgamesh: the Babylonian epic poem and other texts in Akkadian and Sumerian*. London: Penguin Books.

Pomeroy, Sarah B. 1995. *Goddesses, whores, wives, and slaves: Women in classical antiquity*. New York: Schocken Books.

Stanton, G. R. 2003. "Why did Caesar cross the Rubicon?" *Historia* 52: 67-94.

West, Thomas G., Plato, Aristophanes, and Grace Starry West. 1998. *Four texts on Socrates: Plato's Euthyphro, Apology and Crito and Aristophanes' Clouds*. Ithaca: Cornell University Press.

## FAQ: Footnotes & in-text cites

- **Do I have to use footnotes?** No. You can use in-text parenthetical cites, as in (George, 7).
- **How do I footnote?** In most programs, go to the Insert menu and click on "Footnote...".
- **What if the author appears twice in the bibliography?** Give the author name plus part of the title, then the page number, as in (Pomeroy, Goddesses 89).
- **What about ancient primary sources?** There's a special way. See the Ancient Sources page.

# Citing Ancient Sources

With an ancient primary source, you cite author, work, book, and section in the footnote. The specific book or web transcription you used still goes in the bibliography as usual.

## Why is it different?

The thing about ancient sources is, there are lots and lots of different versions, editions, and translations for each work. Think about *The Iliad* by Homer. There are hundreds of different versions, printings, and translations in English alone, not to mention every other language and printing that exists. Everyone has their own copy, and it could be any version of the original text. Referring to a page number in the edition you happen to have in front of you is of limited usefulness.

To get around this problem, scholars long ago divided each ancient work into books, chapters, and sections (for prose works) or books and line numbers (for poetry and plays). The other copies of *The Iliad* out there won't have the page numbering you have—but they will be divided the same way.

You may already be familiar with this idea from a particular kind of ancient primary source—scripture. The Bible, Qur'an, Torah, and other scriptures are divided this way (e.g., John 3:16; Quran 2:185).

## Examples

Here's how it works in practice.

Only one work survives	Multiple works survive	Poetry and plays
“Every political system has a source of corruption growing within it, from which it is inseparable. For kingship it is tyranny, for aristocracy it is oligarchy, and for democracy it is government by brute force” (Polybius 6.10.3).	“The busts of twenty most illustrious families were borne in the procession, with the names of Manlius, Quinctius, and others of equal rank. But Cassius and Brutus outshone them all, from the very fact that their likenesses were not to be seen” (Tacitus <i>Annals</i> 3.76).	“No man or woman born, coward or brave, can shun his destiny” (Homer <i>Iliad</i> 6.489).
Polybius only survives via his greatest work, <i>The Histories</i> . Thus, no need to specify the work, just book, chapter, and section number.	Several works survive from the Roman historian Tacitus. For such writers, specify work, chapter, and section.	Homer's works, <i>Iliad</i> and <i>Odyssey</i> , are epic poetry. They're divided into books, then the lines are numbered within each book.  For ancient plays (not divided into acts as modern plays are), you give line numbers: e.g., Aristophanes <i>Clouds</i> 625-629.

**Note:** Print editions and better online transcriptions give chapters and sections. Use the Ancient Texts page on my website to find online sources.

# Research Options

Whether the libraries are physically accessible or not, there's a huge amount of scholarly material available online to provide you with primary and secondary evidence to support the arguments you're making in your papers.

## Primary sources

All of the ancient primary source texts available in English on the web that I could find are consolidated on the Ancient Texts page on my website. This is linked to under "ancient texts" on the Resources page.

If you're looking for dirt on Cleopatra, for example, one of the sources you'll want is Plutarch's biography of Mark Antony. Look under P for Plutarch and click on the "E" (for English) opposite Parallel Lives, which is what he called his biographies.

If you click on the "Archives" tab, you'll see a list of great websites that are chock full of ancient primary sources.

I strongly recommend you make use of primary sources as eyewitness testimony to the time and place you're investigating, but remember—primary sources can't be taken at face value. You must always ask what idea the author hoped to convince you of, every time, for every passage. Nothing was ever written for no reason.

## Journal articles and full-text books via OneSearch

The CUNY library system has a huge amount of online secondary scholarship in the form of full-text books and scholarly journal articles.

To make sure you're looking at online-accessible materials: enter your search in the search box on the Lief Library home page. Get your results. In the right-hand panel, click on "Full Text Online" and then on "Apply Filters" at the bottom. This filter will include both online journal articles and online full-text books.

Don't just stop at the first page—keep loading results. But consider your search terms. If you search for "Cleopatra", you'll get a million hits, a lot of them about Shakespeare's play (which is not ancient and so not relevant to us). But if you search (say) "Cleopatra suicide" you'll get some relevant journal articles, a chapter in a book called Cleopatras specifically devoted to her suicide, and so on.

- **Warning:** Some tertiary sources will come up in these searches.
  - As a reminder, tertiary sources (encyclopedias, dictionaries, textbooks) are not allowed. Most of the encyclopedia entries are marked by the "reference entry" tag (instead of "book" or "article"). But if it looks like an encyclopedia, dictionary, or textbook, you can't use it. Ask me if you're not sure.
- Note that while you're off-site, you'll need to be logged in using the ID code on your Lehman ID to access the full-text material.
- Lehman Library has a 24/7 ask-a-librarian chat for guidance on finding what you are looking for. It's linked to at the top of the library home page.

## Links:

- MBW Ancient Texts page: <http://markbwilson.com/pages/texts.html>
- Lief Library main page and OneSearch access: <http://www.lehman.edu/library/>
- Lehman Library Remote Resources Guide: <https://libguides.lehman.edu/offcampus>

## Other online resources

You may find what you need using the CUNY library resources. There are also other resources online. Here are a couple:

- The Internet Archive at Archive.org is a good resource for scanned copies of old books in general. However, this collection includes kids' books, novels, textbooks, and other material that isn't scholarly. Make sure the book you pick is a scholarly work that relies directly on primary sources. Also, note the year. The scholarship in older books might have been superseded by more research historical research and consensus.
- Google Scholar searches peer-reviewed journal articles available online. For the most part you're better off with the CUNY library search, because CUNY provides you free access to articles that are behind a paywall for nonacademics. But sometimes an article will come up here and not in the library search. Google Books rarely provides more than a snippet, but there are exceptions.

## Citations

Remember to get the citation information you need for your footnotes and bibliography when you're browsing these online resources.

For the things you find through the library search, these will be on the library catalog page, and also on the full-text page that the catalog page links to. Make sure to record this information for your bibliography.

- For a journal article, the bibliography info needed is:  
Author name. Year. "Title of Article." *Journal Name* VolumeNumber: PageNumbers.
- For a book, the bibliography info needed is:  
Author name. Year. *Book Title*. City: Publisher.



**EUROPE**

INDO-EUROPEAN  
HOMELAND

Caspian  
Sea

Black Sea

**ASIA**

Adriatic Sea  
ITALY

GREECE

Aegean  
Sea

ANATOLIA

PERSIA

MESOPOTAMIA

Persian  
Gulf

Mediterranean Sea

CANAAN

**AFRICA**

EGYPT

Red Sea

# MESOPOTAMIA



● Nineveh

● Assur

ASSYRIA

Tigris R.  
MESOPOTAMIA  
Euphrates R.

● Akkad

● Babylon

SUMER

● Uruk

● Lagash

● Susa

ELAM

Persian Gulf

# EGYPT



Mediterranean Sea

Alexandria

NILE DELTA

Petra

LIBYA

Heliopolis

SINAI

Memphis

LOWER EGYPT

Red Sea

Nile R.

Abydos

Thebes (Luxor)

UPPER EGYPT

KUSH

# THE AEGEAN



Black  
Sea

THRACE

Byzantion

BYTHINIA

ILLYRIA

MACEDON

Amphipolis

Pella

Troy

THESSALY

Aegean  
Sea

Pergamum

LESBOS

IONIA

Sardis

ANATOLIA

LYDIA

Corcyra

CHIOS

Smyrna

Delphi

BOEOTIA

Thebes

ATTICA

Athens

Corinth

CARIA

PELOPONNESUS

NAXOS

Sparta

RHODES

CRETE

Knossos

Mediterranean Sea

# ANATOLIA



CRIMEA

Danube R.

Black Sea

THRACE

Byzantium

PONTUS

Hattusa

BYTHINIA

GALATIA

ANATOLIA

CAPPADOCIA

Troy

PHRYGIA

Pergamum

Çatalhöyük

IONIA

Smyrna

Sardis

LYDIA

Tarsus

Aegean Sea

CARIA

CILICIA

RHODES

CYPRUS

Mediterranean Sea

# CANAAN



CYPRUS

Mediterranean Sea

Tarsus

Antioch

Aleppo

SYRIA

Palmyra

Byblos

Sidon

Tyre

PHOENICIA

Damascus

CANAAN

Jordan R.

Jericho

Jerusalem

Dead Sea

Petra

EGYPT

# ITALY



GAUL

ALPS

NEARER GAUL

APENNINE MOUNTAINS

ETRURIA

Tiber R.

Rome  
LATIUM

Adriatic Sea

ILLYRIA

CORSICA

SARDINIA

Tarentum

MAGNA GRAECIA

SICILY Syracuse

Carthage

NORTH AFRICA

Mediterranean Sea

