

Monmouth College: Spring 2010

Ancient Society: Land, Politics, Economy

HIST/LATN/CLAS 240/440, 3 credits

MWF 11:00-11:50, WH 114

Instructor: Dr. Wine, office WH 16, x2332; office hours: MW 12:00-12:30

This course is primarily directed towards students desiring to meet the requirement for graduation in the **Human Societies** rubric. It is a humanities course without prerequisite, designed for the student of any major. **Ancient Societies** also covers themes and subject matter of interest to the Classics major and other students interested in Classical antiquity and its place in Western civilization. The Monmouth College catalogue gives the following description of courses that meet the **Human Societies** requirement:

Humans are social beings, our lives and ideas considerably shaped by society and its institutions. Formative influences come to us from our immediate contact with others (our family and friends), from our experiences in institutions and organizations (schools, corporations, churches, and government), and from that large, subtle, pervasive set of ways of thinking and doing we call culture. Society shapes us in ways we may not suspect; the range of influences is immense. It may affect our attitudes of trust and mistrust, of optimism or pessimism; it may influence our sense of community or individual identity and provide the store of ideas within which we do our thinking.

Just as we need to understand the dimensions and characteristics of our own contemporary society, so we need a historical and extra-national perspective on ourselves. Studying the history of our society enables us to see how we became what we are and how events and developments in the past have shaped our present.

Every time it is offered **Ancient Societies** deals with a different aspect of social organization in the world of the ancient Mediterranean. Topics include "The Ancient Family," "Sport and Recreation in the Ancient World," "The Ancient City" and "Africa in the Ancient World." Students may take more than one **Ancient Society** course with different topics. While special attention is given to the ancient Greeks and Romans, the civilizations of other Mediterranean peoples, such as the Egyptians, are also discussed.

Course Description:

Land, Politics, Economy focuses on the importance of agriculture and other issues relating to land and rural life in the ancient world. The course surveys the topics of urban vs. rural life, the foundation of agriculture in the economy and society of the Romans and Greeks, and economy and trade. Class discussions will focus on readings in translation from several ancient Greek and Latin texts, scholarly commentary on the issues of land, and essays about the ancient economy.

Texts :

The Ancient Economy by Walter Scheidel (editor), Sitta Von Reden (editor). 0-415-94189-X, New York: Routledge (by arrangement with Edinburgh University Press), 2002

God and the Land by Stephanie Nelson. 9780195373349, New York: Oxford University Press, 1998.

Class format: The emphasis of this class is consideration and discussion of the assigned readings. Willingness of class members to read and reflect upon assigned readings in advance and to express their opinions in class is essential to the success of each class. It is expected that everyone attend class regularly, read the assignments carefully, and come to class prepared to discuss them.

Goals, requirements, and evaluation: The final grade will comprise Class Participation and Quizzes (25%), Weekly Responses (30%), Individualized Project (30%), Group Presentation (5%), and Final (10%).

Extra credit points are available for attendance at the **archeology lectures** listed in the schedule. Submission of a response paper incorporating both summary and commentary on what you found of interest from the lecture earns 3 points for one and 2 points for any others, added on to the final average. Attending at least one lecture is strongly encouraged and as many other lectures as you can is recommended as well, because they provide a dimension to the Roman and Greek life which will help you understand the culture we are reading about and discussing.

Grading scale: A (100-91), B (90-80), C (79-68), D (67-57).

Class participation requires both daily readiness when called upon and the volunteering of information and opinions. **Quizzes**, whether announced or not, may not be made up.

Weekly responses (R: response) will be assigned each week on class discussion and course reading. Between 300 and 600 words (one to two typed pages) in length, these statements are informal, short essays on discussion topics. They are not just summaries of what was said or what was read. They should include both reference to reading materials and class discussions as well as personal analysis and commentary. Emphasis will be on (1) integration of the student's own ideas and thoughts with the subject matter of the course and on (2) coherent and logical expression of these ideas. In these statements you will briefly summarize the main points, offer your own opinion and thoughts about the topics raised, and support your statement with specific data, gathered from any combination of reading, research, and experiences. You will also include (3) a section on your weekly progress with your independent project. Submission of the work on time earns the student one point. Additional points will be earned for following content and stylistic requirements and for personal analysis and commentary.

The **individualized project** will be described in a separate handout.

The **group presentation** will be the way in which each student informs the class about the outcome of his or her project and discusses it with the class.

The final will offer a comprehensive reflection on the outcome of the course, which looks at the student's development with the material and understanding of the topic, and a response to the topics presented by the other students. Attendance and participation will be necessary to earn these points.

Schedule: The following schedule outlines discussion topics, reading assignments, and due dates for assignments. The instructor may make modifications announced in class, however, as necessary, based on class needs and preferences; it is the student's responsibility to be aware of changes made in class.

Week 1. R: What interests and experiences do you have which contribute to the topic of this course? What do you hope to get out of this course? What parts of this course interest you the most? What did you find of significance in the *GL* preface? Include a page of prewriting on ideas for your project topic or exploring your interests.

Jan. 13.

Jan. 15. *GL* Preface (v-xii)

Jan. 18. No classes

Week 2. (R1 and prewriting on project topic/interests)

Jan. 20 *AE* Introduction (1-8)

Jan. 22. *GL Works and Days* (9-19)

Jan. 25. *GL Works and Days* (20-30)

Week 3. (R2 and focused exploration of topic)

Jan. 27. *Livy*

Jan. 29. *AE* After Finley (33-49)

Feb. 1. *GL* Introduction to Hesiod (31-39)

Week 4. (R3 and background reading on interests/possible topic)

Feb. 3. *Horace*

Feb. 5. *AE* economy of ancient Greece (11-32)

Feb. 8. *GL* Hesiod's poems (41-58)

Feb. 9. "Terra Incognita No Longer: Archaeological Research in Grevena, Southwest Macedonia, Greece" (7:30, Knox College)

Week 5. (R4 and prospectus due)

Feb. 10. Leisure; Cicero, Pliny

Feb. 12. AE Rural economy (53-70)

Feb. 15. AE Exchange in Greek city (114-130)

Week 6. (R5 and research for bibliography)

Feb. 17. Villas, farmers

Feb. 19. AE imports on Delos (133-152)

Feb. 22. Rural deities

Week 7. (R6 and reading/research)

Feb. 24. AE Money in 5th c. (87-110)

Feb. 25. "Myth and Memory in Ancient Roman Fountains" (7:30, Morgan Room of Poling Hall)

Feb. 26. Soldier-farmer-statesman motif

Mar. 1. GL Mythic background (59-81)

Fox Lecture, "Comedy" (7:30)

Week 8. (R7 and reading/research)

Mar. 3. Changes from small to large farming; grain dole

Mar. 5. AE Amphorae (173-187)

Mar. 8. ~~Break~~

Mar. 15. Sicily and Africa

Week 9. (R8 and reading/research)

Mar. 17. GL Georgics (82-97)

Mar. 19. GL God I (98-109)

Mar. 22. Landowners

Week 10. (R9 and update on reading/research, outline)

Mar. 24. *GL* God II (110-124)

Mar. 26. No class

Mar. 29. *AE* Egypt (155-169)

Week 11. (R10 and reading/research)

Mar. 31. *GL* Human Context I (125-135).

Apr. 2. No classes

Apr. 5. No classes

Apr. 7. *Agronomical Prefaces: idealization; Cincinnatus*

Apr. 9. *AE* Rome and taxes/trade (190-208)

Week 12. (R11 and drafting)

Apr. 12. *Provinces, roads*

Apr. 14. *AE* Rome and taxes/trade II (209-230)

Apr. 15. "Fans and Fame in the Roman Circus" (7:30, Morgan Room of Peeling Hall)

Apr. 16. *GL* Human Context II (135-151)

Week 13. (R12 and writing and revising!)

Apr. 19. *GL* Place of Nature (152-170)

Apr. 21. *Slaves, imports*

Apr. 23. *AE* Debate over growth (251-267)

Week 14. (R13 and editing, proofreading)

Apr. 26. Projects due; group preparation

Apr. 28 and 30. panel presentations

Week 15. (R14 and responses, reflection, perhaps revision)

May 3 and 5.

Final: May 8, Sat. 1:00