

CLSC 334A: The Archaeology of Power: States and Empires in the Mediterranean and Near East in the First Millennium BCE
Spring 2017: Thompson Hall 374

I. Basic Information

Class Hours: Tuesdays and Thursdays, 12:30-1:50 pm in Thompson Hall 374

Instructor: Megan Daniels

Contact: mdaniels@pugetsound.edu; 253-879-3779 (office); 650-338-6622 (cell)

Office hours: Tuesdays, 2:00-4:00 pm, Wyatt 134 (or by appointment)

Course website: moodle.pugetsound.edu



Introduction and Rationale:

http://www.lib.utexas.edu/maps/historical/history_asia.html

“The earth is very large, and we inhabit a small portion of it, from Phasis to the pillars of Heracles, and we live around the sea like ants and frogs around a swamp; many other peoples live in many such parts of it.” (Plato, *Phaedo*)

I open with a quote from Plato, writing in the 4th century BCE, who gives us some important insight to how the Greeks might have seen themselves within their surrounding world: 1., the world is very large; 2., the Greeks only inhabit a small portion of this world – but very importantly live around the sea; and 3., there are many other people living in other parts of this world. This course is situated several centuries before Plato was writing, at a time when, for the Greeks, the world got very large indeed: from the 8th century BCE onwards there occurred massive population increases, the appearance of cities and centralized forms of government, long-distance communications and overseas settlements, and new forms of art and architecture. In fact, the 8th century BCE saw the beginning of a continuous succession of empires in the Mediterranean and Near East lasting for a millennium and a half.

In this course we take a large-scale approach to the development of the Mediterranean world in the first millennium BCE, focusing on formation of states and empires. On one hand, our aim is to situate the development of Greece and Rome within their larger Mediterranean and Near Eastern contexts through examining the primary sources (namely archaeological and some literary sources) as well as the main pieces of secondary literature. We will thus look not only at the Greeks and Romans, but also at the surrounding empires (namely the Assyrians and Persians) and other existing “state societies” (Israelites and Egyptians), societies in the western Mediterranean (namely Etruscans, Romans, North Africans), and finally the great seafaring peoples, the Phoenicians.

On the other hand, from a broader perspective, we will be plumbing the very meaning of power in human history through its diverse manifestations. As we bring together the evidence from across the Mediterranean and the Near East, we will keep in mind some driving questions: how do we analyze states and empires through the archaeological and literary records? How do imperial systems hold together? Under what criteria do these systems emerge and sustain themselves? How and why do they change?

Finally, I am also hoping students will learn a range of skills in this course. There will be weekly writing assignments based on responses to scholarly readings plus a final paper to develop skills in synthesis and argumentation. These shorter assignments will feed into class discussion to cultivate group oral communication skills. Additionally, each student will be responsible for co-leading one discussion. Finally, we will also explore various digital tools and forms of digital communication to present and enhance our research, which is a very sought-after skill in today’s job market.

II. Outcomes and Skills

Learning Outcomes

1. Overall, students will advance their knowledge of the different cultures surrounding the Mediterranean world in the first millennium BCE through the primary (i.e. literary and archaeological) sources as well as the main pieces of secondary literature.
2. Following from 1, students will learn how to analyze primary sources in order to understand how physical remains (both texts and objects) relate to deeper socio-political aspects of states and empires.
3. Following from both of the above, students will gain a basic introduction to some of the main theories informing debates about power, state formation and imperialism, and understand how different theoretical positions affect the interpretation of the primary sources. They will be able to apply a theoretical position in their final papers to a set of data and make conclusions.
4. Students will better grasp how the study of the “Classical civilizations” (primarily Greece but also Rome) fit into a broader picture of states, empires and interaction across the Mediterranean and Near Eastern worlds and even how it engages with modern dialogues concerning imperialism and globalization.

Skills

On completion of this course, students will be able to

1. Work critically with a wide range of historical material and synthesize material into focused discussions and final papers

2. Offer their own viewpoints and analyses and respond critically to those of others through in-class discussions, as well as through oral and written assignments
3. Be more familiar with a range of multimedia and digital tools for communicating their research
4. Perform close readings of a variety of primary sources
5. Engage more comfortably with theoretical perspectives, namely in applying theory to data

III. Assignments and Grading

Class Discussions	20%
Response Papers for Discussions	20%
Website Exercise	10%
Discussion Leading/Presentation	10%
Final Paper Paragraph Description and Bibliography	5%
Rough Draft of Paper	5%
Final Paper/Project	30%

Participation: 40% (split evenly between in-class participation and response papers)

- Tuesdays will be devoted primarily to introducing the class to the week’s topics (geographical area, theoretical position, primary sources, etc.) through lecture and some class discussion
- Thursdays will be heavily discussion-based, using the week’s readings as a starting-off point. By midnight of the Wednesday before this class, students will hand in (by email) a 2-3-page (double-spaced, 12-point, Times New Roman font, 3/4-1-inch margins) response to the readings in preparation for Thursday’s discussion. I will always provide at least 2-3 guiding questions to help orient you as you read the material and write your papers.
- Proper response papers include the following:
 - a) A very brief introduction to the readings/topic – but *nota bene*: these papers should not be merely a summary of the authors’ readings!
 - b) Identify one-two key problems or issues presented in the readings. These might pertain to the author’s arguments or explore problems revolving around the types of evidence used to understand the workings of ancient states and empires (e.g. texts, monumental art, architecture, etc.)
 - c) Discuss the ramifications of these problems: how do they affect/change/challenge our knowledge of the workings of states and empires, both ancient and modern?

General Policies on Class Participation:

- Show up having done the reading – even during lectures I like to ask for people’s input, thoughts, and opinions – it makes the class much less monotonous!
- No laptops during discussions. I will allow laptops for note-taking purposes only during lectures. Please refrain from checking social media, emails, internet surfing, etc.
- No cell phones in class (keep them off and hidden) except for emergencies.

Website Exercise and Discussion Leading: 20% (10% website exercise, 10% discussion leading)

- Our course will be built around a website using the user-friendly platform known as Atavist. I will design the main page around the question, What is Power? Each week, a student will create another web page from the relevant discussion readings and branch off the main website. This exercise will replace the response paper (see above) for that student for that particular week when they edit the website. This is a chance for students to become more familiar with digital tools, digital communications, and content writing for online audiences. This will still be a scholarly exercise – you will be following the same guidelines for the response papers – but your writing can read more like an op ed, meant for a more popular audience – I encourage making connections with modern-day issues examples! With Atavist you can incorporate various multimedia into your piece. I will be showcasing various digital tools throughout the semester that you may wish to use. We will also have Andrew Gomez from the History Department run 1-2 classes to get everyone up and running on Atavist.

Final paper: 40% - Due Friday, May 12th, at 6 pm (30% paper and 10% milestones)

- The final paper comprises a 12-15 page research paper (double-spaced, 12-point font, Times New Roman, ¾-1-inch margins).
- You will take one of our weekly case studies and examine one major aspect of power (e.g. art and propaganda, religion, identity/ethnicity, citizenship, slavery, technology, trade networks, frontiers, etc.) and how it relates to the over-arching aspects of power defined by Michael Mann (ideological, economic, military, political). Your paper must have a clearly defined argument oriented towards uncovering the logic of state and empire formation through primary sources: e.g. how did technology enable Roman military, economic, political, and even ideological domination? Your paper can build off your discussion leading/website building topic, if desired, or it can be on a different case study discussed in the course.
- We will spend half of one class discussing the structure of the paper, the grading criteria, and possible paper topics
- There are two milestones to this paper, each worth 5% of the final paper grade (graded upon completion):
 - A 1-2 paragraph description of your argument and evidence to be used along with a bibliography of 7-10 sources
 - A rough draft of the paper

Brief presentation on final paper (included in discussion grade – will replace discussion and response paper in the final two weeks)

- These brief presentations (~15 minutes) will take place in the final two weeks of class (sign-up sheet to be provided). They will involve an overview of your main research question and the data you used to answer that question. My aim for this assignment is to treat these final two weeks as workshops for your projects. Not only will individual students be presenting on their paper topics, but I also expect the rest of the class to question/comment/critique your fellow peers on their work (this will be factored into your participation grade). This is meant for you to show off your participation, discussion and critical engagement skills that we have been developing throughout the semester.

→ Please visit the **Center for Writing, Learning, & Teaching (CWLT)** for help at any time during the term for writing assignments. You can find out more about their services and request an appointment here: <http://www.pugetsound.edu/academics/academic-resources/cwlt/writing-advisor-schedule/writing/>.

→ Also, our Classics library liaison is **Peggy Burge**, who is ready and willing to assist you with your research needs. Her contact info is below. Please consider using her services! Peggy, along with Kaity Fain (Educational Technologist for the Humanities), can also help you design research projects with digital humanities components, if you are interested.

- Peggy Burge, Humanities Librarian & Coordinator of Teaching, Learning and Digital Humanities; Collins Library 131
- Email: pburge@pugetsound.edu
- Appointment request: <http://pugetsound.libcal.com/appointment/14420>

Missed class and late assignment policies:

- You can miss a maximum of TWO classes. You are still responsible for handing in the response paper (if applicable). If you think you will miss any more this quarter, please get in touch with me ASAP. If you have to miss more than two classes for a serious reason, I will require documentation. Otherwise, please speak to Sarah Shriver, Associate Dean of Students, who can also communicate with professors on your behalf if needed (e.g. for extended absences, emergencies)
- For late assignments (namely, the final project and response papers), I will be taking off 10% of the grade per 24 hours of lateness. If there is an extreme reason for lateness (i.e. medical or family issue), please get in touch ASAP, and please provide documentation.

Academic Integrity and Plagiarism

Please consult the UPS Academic Handbook for policies on academic integrity, including the procedures for handling violations of academic integrity. You can find this section of the handbook online here: <http://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/academic-integrity/>.

In addition, please consult the UPS webpage on plagiarism, which includes a definition of plagiarism and helpful tips to avoid it: <http://www.pugetsound.edu/academics/academic-resources/cwlt/writing-advisor-schedule/writing-resources/plagiarism/>.

Students with documented disabilities:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. More information, including the steps required to request accommodations, can be found at <http://www.pugetsound.edu/academics/academic-resources/accessibility-accommodation/>.

IV. University Emergency Preparedness

Please review university emergency preparedness, response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

V. Course Resources

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way outside of the course.

Textbook: Eric H. Cline and Mark W. Graham, eds., *Ancient Empires: From Mesopotamia to the Rise of Islam* (Cambridge 2011)

Other Books used: [On reserve and/ or on Moodle]

- Israel Finkelstein and Neal Silberman, *The Bible Unearthed* (Free Press 2002)
- Ian Morris and Walter Scheidel, eds., *The Dynamics of Ancient Empires* (Oxford 2009)
- Serge Lancel, *Carthage* (Blackwell 1995)
- James Pritchard, *The Ancient Near East I* (Princeton 1958)
- T. J. Cornell, *The Beginnings of Rome* (Taylor & Francis 1995)
- Susan Alcock et al., eds., *Empires: Perspectives from Archaeology and History* (Cambridge 2001)
- H. Münkler, *Empires: The Logic of World Domination from Ancient Rome to the United States* (Polity 2005)
- Michael Mann, *The Sources of Social Power I* (Cambridge 1986)
- George Steinmetz, ed., *State/Culture* (Cornell 1999)
- John Rich and Andrew Wallace-Hadrill, eds., *City and Country in the Ancient World* (London 1991)
- Robin J. Fox, ed., *Brill's Companion to Ancient Macedon* (Brill 2011)

- J. Burbank and F. Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton 2010)
- James Whitley, *The Archaeology of Ancient Greece* (Cambridge 1998)
- P.J. Rhodes, *The Greek City States: A Sourcebook* (Cambridge 2007)
- R. Alexander Bentley et al., *Handbook of Archaeological Theories* (Altamira 2008)

VI. Course Schedule

Week 1: Introductions

January 17th: Introduction to the course

January 19th: What is power?

- Cline and Graham, Introduction, “What Is an (Ancient) Empire?”
- Mann, Chapter 1, “Societies as Organized Power Networks”, pp. 22-32

Week 2: What is a State?

January 24th: The Rise of the state

- Mitchell (Chapter 2 in Steinmetz): “Society, Economy and the State Effect”
- Bernbeck (Chapter 30 in Bentley et al.): “The Rise of the State”

January 26th: State formation in the ancient sources

- Primary sources:
 - Herodotus I.96-101 → how the Medes established kingship
 - Thucydides I.1-19 → how the state of Hellas formed
 - Aristotle, *Politics* I.1252a1-1253a39 → the nature of the polis
 - Livy I.4-21, 42-45 → on the origins of Rome

Week 3: What is an Empire? (And Computer Training)

January 31st: Computer training on Atavist **(PLEASE BRING LAPTOPS TO CLASS)**

February 2nd: Empires: Definitions

- Munkler, Chapter 1, “What is an Empire?”
- Morrison, Chapter 1, “Sources, Approaches, Definitions” in Alcock et al, pp. 1-9

Week 4: The Logic of Empires

February 7th: The Shape of Ancient Empires

- Cline and Graham, Chapter 1, “Prelude to the Age of Ancient Empires”
- Munkler, Chapter 4, “Civilization and Barbarian Frontiers”

February 9th: War, Peace, and the State

- Ian Morris, Introduction, pp. 1-26 and Chapter 2, pp. 62-64; 75-93

Week 5: Assyria (Gabe Lennon)

February 14th: Rising from the Ashes: The Neo-Assyrian Empire

- Cline and Graham, Chapter 2, “The Rise of the Age of Ancient Empires” and Chapter 3, “Dealing with Empires: Varieties of Responses”, pp. 55-62
- Van de Mieroop, Chapter 12, “The Rise of Assyria”, pp. 229-238

February 16th: Art and Propaganda in the Neo-Assyrian Empire

- Reade, “Ideology and Propaganda in Assyrian Art”
- Primary sources:
 - Inscriptions of Ashurnasirpal, Shalmaneser, Adad-Nirari III, and Tiglath-Pileser III (Pritchard, *Near East* 188-194)
 - Barrakab of Y’dy-Sam’al

Week 6: The Levant (Emma Holmes – Phoenicians)

February 21st: The Scattered State: Phoenicians and the Trade Diaspora

- Cline and Graham, Chapter 3, pp. 66-79
- Sommer, Chapter 5, “Shaping Mediterranean Economy and Trade: Phoenician Cultural Identities in the Iron Age”
- Stein, “Colonies without Colonialism: A Trade Diaspora Model of Fourth Millennium B. C. Mesopotamian Enclaves in Anatolia”, pp. 27-37

February 23rd: The “Nation” in Antiquity: Iron Age Israel

- Finkelstein and Silberman, Chapter 6: “One State, One Nation, One People?”
- Finkelstein, “Ethnicity and Origin of the Iron I Settlers in the Highlands of Canaan: Can the Real Israel Stand Up?” OPTIONAL
- *Primary sources:*
 - *I Kings* 1.1-16, *Isaiah* 1-12
 - The Moabite Stone → reference to kingdom of Israel; also resistance to Israel
 - Tel Dan (“House of David”) inscription

Week 7: Egypt (Kathryn Stutz)

February 28th: Egypt Among the Empires

- Van de Mieroop, Chapter 12, “Egypt in the Age of Empires”

March 2nd: The Ideology of Divine Kingship

- Oakley, Prologue and Chapter 1, “Gate of the Gods”, pp. 1-19

Week 8: Persia (Hannah Cochran)

March 7th: From Asia Minor to Central Asia: The Achaemenid Empire

- **PROJECT PROPOSAL DUE**
- Cline and Graham, Chapter 4, “Beyond the Near East: The Neo-Babylonian and Early Achaemenid Persian Empires”

March 9th: How Are Empires Won?

- Primary sources:
 - Herodotus III.1-38, 61-97
 - Cyrus Cylinder – the Conquest of Babylon by Cyrus
 - Behistun inscription – Darius’ subjugation of rebellions after deaths of Cyrus and Cambyses
 - Statue base of Udjahorresnet – an elite official’s autobiography of his work under Cyrus the Great, specifically in turning Cyrus’ eye towards Egypt

~SPRING BREAK MARCH 13th-17th~

Week 9: Greece (Marq Schuling)

March 21st: The Politics of Citizenship

- Cline and Graham, Chapter 5, “The Crucible of History: East Meets West” and Chapter 6, “Democracy and Empire between Athens and Alexander”, pp. 126-142
- Morris (Chapter 2 in Rich and Wallace-Hadrill): “The early polis as city and state”

March 23rd: Democracy and Empire?

- Whitley, Chapter 9: “An Archaeology of Democracy”
- Articles by M. Cool Root and J. J. Pollitt

Week 10: Alexander and the Hellenistic World (Katy Stehr)

March 28th: Alexander’s Conquests

- Cline and Graham, Chapter 6, pp. 142-148 and Chapter 7, “‘Spear-Won’ Empires: The Hellenistic Synthesis”

March 30th: The Role of “Great Men” in States and Empires

- TBA

Week 11: Italy (Maddy McCoombs)

April 4th: The Rise of Rome

- Cline and Graham, Chapter 8, “The Western Mediterranean and the Rise of Rome”

April 6th: Accidental Empires?

- Selections from S. Lancel, *Carthage* (1995)
- *Primary sources*:
 - Aristotle, *Politics* II.8 (= 1272b24-73b24)
 - Re-examination of Livy I.4-21, 42-45

Week 12: The Rise of Rome (Sam De Backer)

April 11th: The End of the Republic and the Rise of the Empire

- Cline and Graham, Chapter 9, “*Imperium Sine Fine*: Roman Imperialism and the End of the Old Order” and Chapter 10, “The New Political Order: The Foundations of the Principate”

April 13th: Technology and Empire

- TBA

Week 13: Imperialism and Resistance

April 18th: The Roman Provinces

- Cline and Graham, Chapter 11, “Ruling and Resisting the Roman Empire”

April 20th: The Archaeology of Resistance

- TBA

Week 14: The End of Empire?

April 25th: No class – finish rough draft!

- **ROUGH DRAFT OF PAPER DUE**

April 27th: The Return of Empire?

- Münkler, Chapter 6, “The Surprising Return of Empires in the Post-Imperial Age”
- Burbank and Cooper, Chapter 13, “The End of Empire?”

Week 15: Student paper workshops

Sample Learning Module: Week 10, “Greece”: The Rise of the Greek City-State

Learning Outcomes for Module:

1. Students will be able to complete close readings of the assigned primary sources (both literary and archaeological), evaluate the merit of these sources, and construct a broader understanding of the Greek city-state through these sources in two ways:
 - a. Through brief posted responses of the week’s readings to the online discussion forum by midnight of the night before class (I will provide 2-3 guiding questions for these responses)
 - b. Discussion in class (in both small and large group activities) based on the readings and online responses
2. Students will be able to understand not only the physical and chronological aspects of the Greek city-state but also its social and political significance, as well as the significance of human urbanism more broadly.
3. Students will be able to draw connections between the models scholars construct of the Greek city-state with models of other regions in the Iron Age Mediterranean that we have been discussing.

Readings For Monday’s lecture:

General:

Ian Morris, “The early polis as city and state,” in John Rich and Andrew Wallace-Hadrill, eds., *City and Country in the Ancient World* (London 1991) 24-57

Readings for Wednesday’s discussion:

Archaeological Sources:

James Whitley, *The Archaeology of Ancient Greece*. (Cambridge 1998)

- Chapter 8: “The City, the State and the Polis”, pp. 165-194

Literary Sources:

P.J. Rhodes, *The Greek City States: A Sourcebook*. (Cambridge 2007)

- Selections (i.e. Solon, Herodotus, Aristotle)

Optional:

Snodgrass, A. 2006: *Archaeology and the Emergence of Greece*. Ithaca: Cornell University Press.

- Chapter 15: “Archaeology and the Study of the Greek City”, pp. 269-289

Achieving Objectives → Class Activities

- Due on midnight before Wednesday’s class: students post brief responses to the following questions:
 - What is one major social or political aspect of the city-state that you can pick out from the readings? Explain its importance for our understanding of the city-state.
 - Why do you think Whitley (and/or Snodgrass) chose the evidence he did to characterize the Greek polis? Do you agree with his choice of evidence? (i.e. are there any gaps?)
 - From the evidence, how can the city-state be considered an “egalitarian” institution?
- In class:

- We will continue the online discussion by bringing what we have read about the Greek city-state into comparison with other models that we have encountered thus far (namely Assyria, Babylon, Persia, Egypt and Israel). How does the city-state differ from these models? What might account for these differences? How does the evidence differ between different regions?

How students will be assessed on this module:

- Posting responses on the online discussion forum that respond to other students' answers in a supportive and constructive way
- Online responses demonstrate both a detailed knowledge of the readings as well as an understanding of the broader themes of the module
- Students ask critical questions of the material in their online discussions
- Students participate in class discussions (as per the criteria listed under "A Note on Participation") which build off of the online component
- Through both online and class discussions students demonstrate that they are gaining experience in performing close readings of the primary sources and evaluating the value of the evidence in both the primary and secondary sources

[This module obviously builds off the more general learning objectives and assessment activities in the syllabus. I intended it to reflect one week's work (i.e. class for an hour and a half on Mondays and Wednesdays), but depending on the level of the class I may need to shorten the readings. My rationale for the readings was to have Ian Morris' chapter as a general overview of the polis and state formation (for Monday). Then, for Wednesday, Whitley's chapter would offer a look at the material evidence for the city-state. Archaeological remains are another primary source that I would like students to engage with in this course. Finally, selections from Aristotle, Herodotus and Solon would provide written primary sources that we as a class could mine for evidence. If the readings were too heavy I could possibly split them up, with half the class using the literary primary sources and the other half using the archaeological. Then, perhaps, students could debate about the value of either types of evidence to compare what information each provides us on the city-state. This would also provide a good forum for understanding interpretation of evidence and the possible biases one has to confront.]

The online component would basically be to get students to start thinking through the evidence for the city-state and evaluating the merits of each type. In our classroom discussion we would then have the opportunity to build off the online discussion by comparing our evidence to other states and empires we have thus far studied as well as theories of state/empire formation from the opening weeks. This would allow for constant recapitulation of ideas and cross-cultural comparisons, which is important for the final assignment, where students must compare an aspect of two different societies in the Mediterranean.]