

# ANCIENT HISTORY

## (AS) {ANCH}

**L/R 025. (HIST024, NELC101) Ancient Middle Eastern History and Civilization. (A)** History & Tradition Sector. All classes. Staff.

A cultural history of Middle Eastern civilization from the invention of writing to the rise of Islam.

**L/R 026. (CLST026, HIST026) Ancient Greece. (A)** History & Tradition Sector. All classes. Jeremy McInerney.

The Greeks enjoy a special place in the construction of western culture and identity, and yet many of us have only the vaguest notion of what their culture was like. A few Greek myths at bedtime when we are kids, maybe a Greek tragedy like Sophokles' Oidipous when we are at school: these are often the only contact we have with the world of the ancient Mediterranean. The story of the Greeks, however, deserves a wider audience, because so much of what we esteem in our own culture derives from them: democracy, epic poetry, lyric poetry, tragedy, history writing, philosophy, aesthetic taste, all of these and many other features of cultural life enter the West from Greece. The oracle of Apollo at Delphi had inscribed over the temple, "Know Thyself." For us, that also means knowing the Greeks. We will cover the period from the Late Bronze Age, c. 1500 BC, down to the time of Philip of Macedon, c. 350 BC, concentrating on the two hundred year interval from 600-400 BC.

**L/R 027. (CLST027, HIST027) Ancient Rome. (B)** History & Tradition Sector. All classes. Cam Grey.

The Roman Empire was one of the few great world states-one that unified a large area around the Mediterranean Sea-an area never subsequently united as part of a single state. Whereas the great achievements of the Greeks were in the realm of ideas and concepts (democracy, philosophy, art, literature, drama) those of the Romans tended to be in the pragmatic spheres of ruling and controlling subject peoples and integrating them under the aegis of an imperial state. Conquest, warfare, administration, and law making were the great successes of the Roman state. We will look at this process from its inception and trace the formation of Rome's Mediterranean empire over the last three centuries BC; we shall then consider the social, economic and political consequences of this great achievement, especially the great political transition from the Republic (rule by the Senate) to the Principate (rule by emperors). We shall also consider limitations to Roman power and various types of challenges, military, cultural, and religious, to the hegemony of the Roman state. Finally, we shall try to understand the process of the development of a distinctive Roman culture from the emergence new forms of literature, like satire, to the gladiatorial arena as typical elements that contributed to a Roman social order.

**046. (NELC046, RELS014) Myths and Religions of the Ancient World. (B)** History & Tradition Sector. All classes. Frame.

This course will survey the religions of the ancient Middle East, situating each in its historical and socio-cultural context and focusing on the key issues of concern to humanity: creation, birth, the place of humans in the order of the universe, death, and destruction. The course will cover not only the better-known cultures from the area, such as Egypt and Mesopotamia, but also some lesser-known traditions, such as those of the Hurrians, or of the ancient Mediterranean town of Ugarit. Religion will not be viewed merely as a separate, sealed-off element of the ancient societies, but rather as an element in various cultural contexts, for example, the relationship between religion and magic and the role of religion in politics will be recurring topics in the survey. Background readings for the lectures will be drawn not only from the modern scholarly literature, but also from the words of the ancients themselves in the form of their myths, rituals, and liturgies.

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### **SM 115. (CLST115) Ancient Rome and America. Grey.**

For centuries the cultures of ancient Greece and Rome have been considered the "foundation" of Western society, and the influence of Classical Antiquities continues to be felt in central areas of modern life, from art and literature to politics and science. Yet in recent years the Greco-Roman Classics have become the center of a vibrant debate about our very definition of "western civilization" and the values and attitudes that this concept traditionally entails. This course will introduce students to the amazingly rich and dynamic cultures of Classical Antiquity, allowing them to experience many of the most exciting aspects of ancient culture, and to evaluate for themselves the legacy of the classical past in the West. The course will involve, among other things, the study of various aspects of Greco-Roman history, literature, art, philosophy, and politics.

### **116. PERICLEAN ATHENS.**

### **SM 117. (CLST117) PERICLEAN ATHENS.**

This class is devoted to the culture and history of Athens in the 5th century BC, the golden age of Greek culture. We will examine such topics as the growth of democracy, Athenian religion and the architectural embellishment of the Acropolis and the Agora. We will look at the development of Athenian drama and explore the relationship between Athenian democracy and naval power.

### **119. (CLST118) AUGUSTAN CULTRL REVOL. (C)**

### **146. (CLST146) Ancient Mediterranean Empires. (A) Wilker.**

What constituted an empire in antiquity and how was imperialism legitimized? Which measures were used to maintain and organize imperial power? How did foreign rule affect the daily life of people all over the Mediterranean? In this course we will discuss and compare ancient empires from Achaemenid Persia to Alexander the Great and the Hellenistic kingdoms of his successors to the emergence of Rome as one of the most successful and influential empires in world history. Topics that will be discussed include ancient ideas and concepts of imperial rule, patterns of political, economic and cultural power and their interrelations as well as imperial crises and local resistance. All texts will be discussed in translation. There are no prerequisites, although it would be useful to have some background in ancient history.

### **209. (CLST209) Structures of the Roman Empire. (M) Grey.**

"They create a desert and call it peace," wrote Tacitus in describing the response of the conquered to Rome's power, but the Roman Peace also brought with it other, less dramatic changes. In this class we will break the Roman Empire down down into a series of vignettes, using literature and archaeology to supply us with the material for a fresh look at Roman society. Our aim is to uncover the complexity of Roman society, and to acknowledge the multiple voices that together made up the ancient Mediterranean world. We will focus upon key structural aspects of Roman society and culture, but explore them in new ways, using texts that highlight dissent, conflict and tension as they indicate cohesion and Rome's hegemony over the Mediterranean in antiquity. Texts will be read in translation. No prerequisites, although students are encouraged to take this course after taking ANCH 027/HIST 027.

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### **SM 220. (NELC284) Near East in Hellenistic and Roman Times. (M) Wilker.**

In this course, we will study the history of the Hellenistic and Roman period from a Near Eastern perspective. From the conquests of Alexander the Great to the end of Roman rule in late antiquity, this region was the scene of conflicts, but also of peaceful and fruitful interactions between Greeks, Romans, Egyptians, Jews, Syrians, Arabs and many other societies. What was the impact of Greek and Roman rule and how did the inhabitants of the region react to these fundamental changes? On the other hand, how did they influence the culture and worldview of their conquerors? We will use historical texts, documents and archaeological evidence to discuss the political, cultural and religious encounters that made the Near East a key region of Greco-Roman history. All texts will be discussed in translation. No prerequisites, although it would be useful to have taken ANCH 026 and/or ANCH 027.

### **SM 257. RELIGION & THE POLIS.**

### **SM 301. (CLST300) Problems in Greek and Roman History. (M) Grey.**

The neat, comforting narratives that we construct of the histories of ancient Greece and Rome cover up a collection of controversies and debates that continue to rage in contemporary scholarship. Can we use the Homeric epics as sources of early Greek history? Who was responsible for the Peloponnesian War? How can we best explain Rome's acquisition of empire? How new was the political revolution of Augustus? What were the main reasons for the rise of Christianity? In this course, we explore these and other controversies, focusing on both modern scholarship and the ancient sources. All texts will be discussed in translation. No prior knowledge of Ancient History is required, although it would be useful to have taken ANCH 026 and/or ANCH 027.

### **302. Cleopatra. Julia Wilker.**

Cleopatra VII (70/69–30 BCE) is one of the most famous women in world history. She has been remembered, admired, and reproached as a power-hungry Hellenistic queen, as the last pharaoh of Egypt, as a self-confident female ruler, and as the vicious seductress of Julius Caesar and Mark Antony. Her supposedly extravagant lifestyle, her political schemes, but also her integrity in choosing suicide over submission have inspired poets, artists, and historians from her own time to our modern world. In this seminar, we will take a closer look at some of the common perceptions and stereotypes that have shaped the image of Cleopatra for more than 2000 years. The main focus, however, will be on the historical queen, her biography, and the political and cultural contexts of her life. We will use ancient literary texts, papyri, inscriptions, coins, and archaeological evidence to analyze Cleopatra's rise to power, how she presented herself to her subjects and how she was perceived by others, as well as her role in the tumultuous events that led to the end of the Hellenistic period and the rise of imperial Rome under the rule of Augustus.

### **SM 305. (JWST305) Jewish Diaspora in the Roman Empire. Julia Wilker.**

Under the Roman Empire, Jewish communities developed and flourished especially in the cities of the Eastern Mediterranean, in Egypt, Syria, Asia Minor, Greece, Northern Africa, and Italy proper. In many of these cities, the Jews formed a considerable part of the population; they influenced the cultural, social, and political communal life and developed an identity that was distinctively different from that in Judea. In this seminar, we will trace Jewish life in the Diaspora under Roman rule. How did Jews and non-Jews interact? What was the legal status of Jewish communities under the Roman Empire? What caused conflicts and how were they solved? What can the history of Jewish Diaspora communities tell us about minorities in the Roman Empire in general? We will use literary texts, inscriptions, papyri, and archaeological material to answer these questions and many more.

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### **SM 330. (CLST332) History of Macedonia. (M)**

In this course, we will study the rise and development of Macedonia from a tiny kingdom on the northern fringes of the Greek world to one of the major powers of the region and beyond. Regarded by the Greeks as an at least semi-barbarian culture on the periphery, Macedonia became the dominant power in the Greek world during the fourth century BC and its king Alexander the Great set out to conquer the world. After his death, Macedonia was one of the Hellenistic kingdoms competing for power and influence in the Mediterranean until it finally came under Roman control. Topics that will be discussed include questions of ethnicity and identity, Macedonian kingship, culture and society (including the role of women) and the role of Macedonian traditions in the Hellenistic era in general. Special emphasis will be laid on the discussion of ancient texts and documents as well as archaeological evidence.

### **307. MARGINALITY.**

Conventional histories of Rome tend to focus on the actions of the named individuals who wrote the texts that have come down to us, or are the subjects of those texts. But these individuals constituted only the tiniest fraction of the population of the Roman world. In this course, we will explore the lived experience of the other 95%: peasants and the poor; prostitutes, pimps, and criminals; bandits and pirates; magicians and soothsayers. Drawing on the scattered and problematic textual sources, archaeological evidence and comparative perspectives from better-documented contexts, we will examine the various roles that these individuals played in Roman society, the collection of often discordant or dissonant attitudes of their wealthier and more powerful contemporaries, and the challenges and opportunities that attend the social history of marginality in the ancient world. No prior knowledge of Roman History is required, although it would be useful to have taken ANCH 027, the introductory survey course. Texts will be discussed in translation.

### **SM 311. (CLST311) Disasters in the Ancient World. (M) Grey.**

Natural disasters occupy a powerful place in our imagination. Stories of floods, plagues, earthquakes and storms excite and horrify us, and communities mobilize their resources quickly in response to these events. In the ancient Mediterranean world, natural disasters could take on potent meaning, indicating the anger or disfavor of the gods, acting as warnings against certain courses of action, or confirmations of individuals' fears or suspicions about the world in which they lived. In this course, we explore the evidence for some disasters in the ancient Mediterranean world, the ways in which contemporaries reacted to those disasters and interpreted their causes. This project is, of necessity, multidisciplinary, involving textual, archaeological, geological, and comparative materials and drawing on methodologies from history, political and archaeological science, and the emerging field of disaster studies. In the process, we will gain an appreciation of the social structures of communities in the period, the thought-world in which they operated, and the challenges and opportunities that attend a project of this sort. No prior knowledge of Ancient History is required, although it would be useful to have taken an introductory survey course. Texts will be discussed in translation.

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### **323. (CLST323, HIST334) Greek World After Alexander the Great. (M) Wilker.**

This class is designed as a detailed investigation of the world created by Alexander the Great. We will cover the three hundred year period known as the Hellenistic Age from the career of Alexander the Great (354-323 BC) until the defeat of Antony and Cleopatra at the Battle of Actium (31 BC). This was a period during which the world of the Greeks underwent extraordinary and far-reaching changes, as Greek culture was established as far afield as northwestern India, central Asia and Egypt. In the same period kingdoms controlled by Alexander's Successors used Greek culture to define their rule, establishing a Greek culture of the elite in regions which previously had been dominated by the Persians. As Greek and non-Greek worlds collided, a new interpretation of Greek culture emerged, giving rise, among other things, to universities and professional schools, state subsidized health care, triumphalist architecture, the heroization of the noble savage, coinage with royal portraits, the deification of men and a multitude of other social, artistic and political forms familiar to us. It was an age of radical change, dislocation, as Greek populations colonized regions previously unknown to them.

### **334. (CLST334) JERUSALEM IN ANTIQUITY. (M)**

### **357. (CLST357, RELS257) Religion and the Polis. McInerney.**

### **SM 384. (NELC384) The Hellenistic and Roman Near East. Julia Wilker.**

In this course we will study the history of the Hellenistic and Roman period from a Near Eastern perspective. From the conquests of Alexander the Great to the end of Roman rule in late antiquity, this region was the scene of conflicts, but also of peaceful and fruitful interactions between Greeks, Romans, Egyptians, Jews, Syrians, Arabs and many other societies. What was the impact of Greek and Roman rule and how did the peoples of the region react to these fundamental changes? On the other hand, how did they influence the culture and worldview of their conquerors? We will use historical texts, documents and archaeological evidence to discuss these political, cultural and religious encounters that made the Near East to a key region of Greco-Roman history. All texts will be discussed in translation. No prerequisites, although it would be useful to have some background in Hellenistic and/or Roman history.

### **399. Independent Study. (C)**

This course is taken by students doing independent work with a faculty advisor, such as students approved to work on a senior research paper in pursuit of honors in the major.

### **499. Independent Study. (C)**

### **SM 500. (LATN600) HISTORIA AGUSTA. (M)**

### **SM 534. Problems in Roman Hist. (M) Jeremy McInerney.**

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**SM 501. Comparative Law and Legal Systems of Late Antiquity: Islamic and Roman Law.** Cam Grey.

This seminar explores the possibilities for comparative study of Late Antique law and legal systems by focusing on Roman and Islamic law, with reference also to neighboring legal cultures. There is no shortage of scholarship on the legal systems of the Islamic and Roman worlds. Fictitious legal discussions, juristic judgments and edicts issued directly or indirectly by rulers have all been scrutinized for the light they shed upon the legal thinking that characterized these two societies. Equally, these texts are a rich and intriguing source of information for social, cultural, and economic historians. They illuminate social customs, economic and social divisions within society, and attitudes towards those customs and divisions. They reveal ongoing and periodic threats to the smooth functioning of society, and measures taken to address those threats. In this course, we take a broadly comparative approach to the problem of reconstructing both the legal and the societal systems of the Islamic and Roman worlds. We explore differences and similarities in the nature of the sources and methodologies that are central to the modern study of Roman and Islamic law, consider how those similarities and differences affect scholars ability to shed light upon political, religious, and employ documentary and literary evidence to reconstruct the societies in question.

**510. (LATN510) Latin Historical Documents. (M)** Staff.

The analysis of non-literary Latin texts from antiquity preserved on various types of permanent media, mainly stone and metal, is the primary concern of the discipline of Latin epigraphy. Such texts, which have been recovered in hundreds of thousands, constitute one of the most important sources of data for the modern-day historian of Rome. The student will be introduced to the conventions of editing and reading epigraphical texts, and to the major collections of Latin inscriptions. The seminar will then concentrate on different types of documents in order to understand their formatting and style, as well as the kinds of historical evidence that can be derived from them. Public and private inscriptions, from the decrees of emperors and senatorial careers to personal curse tablets and the simple tombstone epitaphs of the urban poor, will be considered as examples of the range of epigraphical texts available to the modern researcher.

**SM 512. Methods in Roman History.** Staff.

**SM 535. (AAMW534, HIST535, LATN600) Problems in Greek and Roman History: Roman Empire. (C)** Cam Grey.

This course will explore some of the pressing and problematic scholarly debates in the historiography of the Roman imperial period, from the accession of the first emperor, Augustus, to the reign of Justinian (ruled 527-363 CE). Students will gain a familiarity with both the broad historical narratives of the Roman empire and the details of specific scholarly disagreements in the intellectual, political, socio-economic, and cultural history of the period.

**542. (AAMW543, NELC242, NELC542) Empires Anc Near East.**

**SM 601. (AAMW601, CLST601) Archaeology and Greek History. (C)** Staff.



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### **SM 602. Athenian Economy. (M)**

This course will examine the material and social culture of classical Athens. Through a close reading of original sources (primarily court presentation and comic productions) and through the evaluation of modern studies, we will seek to understand the societal, familial, economic, religious and sexual dimensions of the Athenian life, and to evaluate the alleged dictatorial dominance of this society by the small minority of male "citizens." The class will deal with such topics as the legal, social and financial position of wealthy slaves and business women; the clandestine economy of tax evasion and bank fraud; the political and economic content of male and female prostitution.

The entire seminar will study certain core materials, and individual students will report on selected subjects. Admission is open to those with a reading knowledge of ancient Greek and/or some expertise in social science discipline broadly-defined (such as history, gender studies, economics, anthropology or law).

### **SM 604. Provincial Perspectives. (M) Wilker.**

Most of the primary sources available to us reflect the ideology, concepts and realities of Hellenistic and Roman imperial rule through the lenses of ruling power and its elites. There are, however, a number of sources that provide insights into how provincials and subjects saw and depicted themselves, the imperial power and their interaction. Historiographical and auto-ethnographic works, orations, philosophical and religious texts reflect different attitudes towards the ruling imperial powers ranging from open hostility and frustrated acceptance to praise and even identification. In this seminar we will focus on how ethnic, religious, cultural and/or regional identities were developed, maintained, adapted and interpreted within and in reaction to the imperial frameworks of the Hellenistic and Roman periods. Texts to be read and discussed include some "canonical" authors such as Polybius and Flavius Josephus as well as some lesser-known works and fragments from authors like Berossus, Manetho, Nicolaus of Damascus, and Poseidonius and will be complemented by documentary, epigraphic and archaeological evidence. Special emphasis will also be laid on modern scholarly approaches, including concepts of identity, hybridization and cultural change and the dynamics of empire in general.

### **645. (ANTH645) Economics and Ancient Trade. (M) Staff.**

This course will examine theoretical and empirical frameworks for pre-modern forms of exchange. We will focus on substantist and formalist economic theories and will consider the archaeological evidence for such phenomena as barter, gift exchange, administered economies, markets, local exchange, and long distance overland and maritime trade. Our goal is to develop mid-range models for reconstructing ancient economies. The course will emphasize but not be limited to complex societies of the New and Old World.

### **SM 605. REVOLTS IN THE ROMAN EMP. Julia Wilker. Corequisite(s): REVOLTS IN THE ROMAN EMPIRE.**

Provincial revolts were a common feature in the Roman Empire. Although many of these revolts have attracted much interest in modern scholarship, they are often analyzed as individual events and/or in their particular regional context alone. In this seminar, we will focus on the first and second century CE and discuss provincial revolts and resistance in Judaea, Egypt, Africa, Germany, Britain, Pannonia, Gaul and many more. Yet the aim of this course is not to come up with (another) narrative for each of these revolts, but a comparative analysis of their causes, the organization and goals of rebel movements, the imperial reaction, and the following reintegration process into the empire.

### **SM 611. (AAMW611, CLST611, GREK611) Greek Epigraphy. (M) Staff.**

An introduction to the principles and practices of Greek Epigraphy. Study of selected Greek inscriptions.

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### **SM 616. (CLST616) Ancient Economies. (C) Grey.**

Scholars have long debated the nature of the ancient economy, the terms in which it can best be approached, and the decision-making processes that underpinned economic behavior in antiquity. In particular, controversy has surrounded the extent to which the economies of Greco-Roman antiquity can be modeled using contemporary tools of analysis. In recent scholarship, many of the tenets laid down by Moses Finley in his *The Ancient Economy* have been re-evaluated, with the result that the field is currently in a state of intellectual ferment. It is the purpose of this course to explore the terms in which contemporary debates over ancient economic systems are formulated, with reference to a variety of societies and periods, from the palace economies of the Mycenaean period to the system of taxation introduced in the early fourth century by the emperor Diocletian and his colleagues in the Tetrarchy.

### **SM 702. (AAMW702, CLST702) Greek Sanctuaries. (M) McInerney.**

Sanctuaries remain an important focal point for the study of Greek religion. Both as sites for worship, dedication, oracular activity and other cult activity and as sites for the mediation of elite and state competition sanctuaries are, along with the polis, the most essential structuring institutions of Greek life. This seminar takes a selection of larger and smaller extra-urban sanctuaries and examines their growth, articulation and function.

### **SM 721. (AAMW721, ARTH721) Seminar in Greek Architecture. (M) Haselberger.**

Topic varies.

### **999. Independent Study. (C)**