

Upper Tier Course Proposal

Number and Title of Course

20.##, After Alexander: A Confluence of Cultures

Bulletin Description

Cultural and socio-political developments in the aftermath of Alexander's conquests from western Anatolia to the Indus, including Egypt and the edges of Arabia. Focused regional studies, evincing the plurality of cross-cultural exchange. Broad surveys of developments in warfare, economy, the arts, myth, religion, and family structures, demonstrating common cross-regional developments.

Prerequisite: Junior standing or completion of all lower tier core courses in the same category.

Frequency of Offering: Once per year

Projected enrollment: approximately 30 students per section.

Clearances: None.

Discussion: Globalization is a modern concept, but not a new phenomenon. During many periods of the pre-modern and ancient eras, sociopolitical developments have led to the intertwining of diverse and disparate population groups and cultures. To ignore such earlier periods of globalization is to perpetuate the myth of European centrality. This course offers students in general education a clear and multifaceted case-study of ancient globalization. It refocuses the lens of classical inquiry away from the Mediterranean basin onto the Mideast, demonstrating how the cultures and political structures of this region are critical for understanding the wider historical developments of the period.

Alexander's military conquests touched all the lands from western Anatolia to the Indus, stretching south to Egypt and the edges of Arabia. Yet Alexander did not establish empire; beyond the battlefield, there was no long-term peacetime strategy or plan for succession. The emergence of the Hellenistic world is the story of how Alexander's generals, the discharged Macedonian armies, and the indigenous populations negotiated a lasting arrangement. The confluence of cultures produced new political structures, distinctive and diverse artistic and literary developments, an explosion in monumental building, religious explorations, radical economic shifts, and even linguistic changes. This is not a narrative of how the Greeks conquered the East, but instead how diverse population groups retained their individual cultures while building new group identities, replete with a rewriting of the mythical past. The socio-cultural landscape thus produced lasted not just until the death of Cleopatra (VII), but arguably remained intact throughout the Roman Principate, only to be disrupted by the emergence of Christian Byzantium and the rise of Islam.

Date of approval by department: 17 May 2007

Common Goals addressed by Core course:

To develop the ability to think critically and creatively, to reason logically, and to express one's thoughts orally and in writing with clarity and precision. (9, 10, 11, 12, 13, 15, 16, 21)

To understand the arts, histories and cultures of the past as a foundation for those of the present. (3,4)

To be capable of integrating knowledge from diverse sources. (28)

Objectives of Core Course:

1. Students will be able to use with accuracy and precision the specialized vocabulary relevant to the historical period studied in this class.
2. Students will be able to describe socio-political and cultural differences among population groups studied in this class.
3. Students will be able to articulate the socio-political and cultural trends which effected multiple population groups in the historical period studied in this class.
4. Students will be able to find and identify appropriate historical sources on which to base their historical argumentation.
5. Students will be able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their historical argumentation.
6. Students will be able to write interpretive prose which is clear and cogent.
7. Students will be able to make articulate contributions to classroom discussion and more formal presentations regarding the interpretation of primary sources and the critique of secondary literature.

Outcomes for Core Course

1. Students use with accuracy and precision the specialized vocabulary relevant to the historical period studied in writing assignments and classroom discussion.
2. Students describe with precision socio-political and cultural differences among population groups studied in this class, demonstrating an awareness of the possibilities of ambiguity or multiple perspectives.
3. Students articulate the socio-political and cultural trends which effected multiple population groups in the historical period studied in this class.
4. Students collect meaningful and relevant historical sources on which to base their historical argumentation.
5. Students differentiate between primary sources and secondary literature, and critique their utility, as they employ both in their historical argumentation.
6. Students write clear, well-researched, and cogent essays which build arguments based on specific primary sources.
7. Students make articulate contributions to classroom discussion and more formal presentations.

Course Outline

Historical Background and Skills Training

(1-2) The Extent of Alexander's Conquests

These two classes introduce the historical context for the period in question and provide a detailed overview of the research skills needed to successfully complete the presentation and research paper components of the course.

Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 1-34; G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006), pp. 9-27.

Regional Surveys

(3-5) The Ptolemies and Egypt

The Seleucids in Mesopotamia and Beyond

These three classes have a particular emphasis on how the *Diadochi* drew on both the memory of Alexander and continuity with earlier dynasties, Pharonic and Persian respectively, in order to legitimate their rule. Key concepts (such as panhellenism) and the diversity of available evidence (including material culture).

Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 103-134; G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006), pp. 28-51; P. Green (ed.), *Hellenistic History and Culture* (California 1993), pp. 168-210.

- (6-8) The Attalids of Pergamon
Mithridates and the Black Sea Littoral
These three classes look at how rulers overcame a lack of direct connection to Alexander and yet still employed a similar model for kingship. The difference between philhellenism and panhellenism will be explored. Close attention will be given to architecture.
Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 71-89 and 159-174.
- (9-10) Hasmonean Judea
These two classes consider the factors that allowed for the emergence of an independent Jewish state. The connection between political and religious structures will be explored and contextualized through comparison with the temple states of Zela and Comana Pontica in northern Cappadocia.
Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 264-280; P. Green (ed.), *Hellenistic History and Culture* (California 1993), pp. 238-74.
- (11-13) Galatians in Central Anatolia
Meroë and Nubia
Bactria and Beyond
These three classes look at population groups more selectively engaged with Hellenic culture. The extent to which geographical isolation can be used as an explanatory factor will link the three units, as will an emphasis on the limits of using material culture and external literary testimony as historical evidence.
Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 280-293; P. Green (ed.), *Hellenistic History and Culture* (California 1993), pp. 38-66.

Intraregional Developments

- (14-16) Warfare: Technological Advancement
Warfare: Manpower Issues
Piracy and the Slave Trade
These three classes consider how military matters impinged both on scientific developments and on the movements of peoples. Emphasis will be placed on the underlying socio-political factors and further impact of these developments.
Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 373-404; G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006), pp. 265-294.
- (17-18) Economic Interconnections
These two classes look at the emergence of a standardized currency from a practical instead of a political vantage point. Attention is also given to trade and unusual phenomenon of Egypt's 'closed economy'.
Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 331-353; G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006), pp. 73-92.
- (19-21) Artistic Trends
These three classes survey the developments in monumental building, focusing on both architectural and figurative details. Particular attention is given to how these building programs changed the urban landscape and served as a point of communication between ruler and ruled.
Readings: P. Green (ed.), *Hellenistic History and Culture* (California 1993), pp. 67-110; G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006), pp. 158-185.

(22-23) Myth and Local Tradition

These two classes consider how the socio-political developments of the period are reflected in the development of new mythical narratives, the way in which the past was reformulated to accommodate the contemporary realities.

Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 216-231.

(24-25) Religion

These two classes reflect holistically on the emergence of ruler cults and the rise in agonistic festivals, emphasis will be given to the experiences of the participants as well as the potential political motivations of the instigators of change.

Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 405-446; G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006), pp. 208-222.

(26-27) Family Structures

These two classes utilize material culture to trace how larger cultural changes effected the daily life and gender relations of the households throughout the region.

Readings: A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003), pp. 313-330; G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006), pp. 93-112.

(28) Review

Method of Evaluation:

30% - Class Participation. This includes not only attendance, but also clear evidence of having completed the necessary outside reading, as well as participation in discussion and other class activities. (5 percentage points will be removed from your final grade for each unexcused absence.)

20% - 15 Minute Formal Research Presentation. A minimum of 5 well designed power point slides and a handout with bibliography are required. The topic must be distinct from the topic of the research paper. Students must submit a presentation plan a week in advance of their assigned date.

30% - Research Paper, five pages, single spaced. The paper will be completed in stages: (1) declaration of broad topic, (2) evaluation of bibliography supplied by instructor, (3) wider bibliographic survey, (4) writing sample demonstrating evidence analysis, (5) rough outline, (6) thesis statement and detailed outline, (7) rough draft, and (8) final draft. The paper grade is based on the final submission, BUT 5 percentage points will be docked from the paper grade for each missed or late preparatory stage.

20% - 'Open Book' Final Examination. On the last day of class nine theses will be distributed (for example: 'Mithridates drew on both Persian and Greek models in the construction of his public image.'). On the final a choice of six of those nine theses will be given and students will be asked to supply appropriate primary evidence to support OR refute three of these theses. Answers should include 2-3 short quotations or images and an explanation of how the evidence when combined together validates or invalidates the thesis. The other quarter of the test will consist of images or passages of text for comment and discussion.

Method of Assessment:

The *Research Presentation* will primarily allow for assessment of O7 (= Outcome 7 see above), but will also demonstrate the achievement of O1-5. A successful presentation will be researched (O4), will utilize researched material appropriately (O5), and through the contextualization of this material will demonstrate that the student can use specialized vocabulary (O1), and can describe and articulate socio-political and cultural differences and cross population developments (O2-3).

The *Research Paper* will primarily allow for assessment of O6, but will also demonstrate the achievement of O1-5. A successful paper will be researched (O4), will utilize researched material appropriately (O5), and through the contextualization of this material will demonstrate that the student can use specialized

vocabulary (O1), and can describe and articulate socio-political and cultural differences and cross population developments (O2-3).

The *Final Examination* will primarily allow for assessment of O1 and O5, and will also demonstrate, again through contextualization the achievement of O2-3.

Bibliography

Possible Texts

- *A. Erskine (ed.), *A Companion to the Hellenistic World* (Blackwell 2003).
- *G. Bugh (ed.), *The Cambridge Companion to the Hellenistic World* (Cambridge 2006).
- F.W. Walbank, *The Hellenistic World. Revised Edition* (Harvard 1993).
- P. Green, *Alexander to Actium: The Historical Evolution of the Hellenistic Age* (California 1990).
- F. Chamoux, *Hellenistic Civilization* (Blackwell 1981).
- *P. Green (ed.), *Hellenistic History and Culture* (California 1993).

Background Reading

- G. Shipley, *The Greek World After Alexander, 323-30 BC* (Routledge 2000).
- E. Gruen, *The Hellenistic World and the Coming of Rome* (California 1984).
- Snell, Daniel C. (ed.). *A Companion to the Ancient Near East* (Blackwell 2005).
- Strootman, Rolf. 'Kings against Celts. Deliverance from barbarians as a theme in Hellenistic royal propaganda.' In: Karl A.E. Enenkel & Ilja Leonard Pfeijffer (edd.). *The Manipulative Mode. Political Propaganda in Antiquity* (Brill 2005), 101-42.
- Verhoogt, Arthur. *Regaling Officials in Ptolemaic Egypt. A Dramatic Reading of Official Accounts from the Menches Papers* (Brill 2005).
- Winter, Frederick E. *Studies in Hellenistic Architecture*. With a chapter by Janos Fedak. Toronto: University of Toronto Press, 2005 (Phoenix Suppl.). 460 pp., 429 ills.
- Bagnall, Roger S. & Peter Derow. *The Hellenistic Period. Historical Sources in Translation. New edition* (Blackwell 2004).
- Burkert, Walter. *Babylon, Memphis, Persepolis. Eastern Contexts of Greek Culture* (Harvard 2004).
- Doonan, Owen P. *Sinop Landscapes. Exploring Connection in a Black Sea Hinterland*. (University of Pennsylvania Museum of Archaeology and Anthropology 2004).

Addendum

Add the Addendum to your proposal, putting Xs in the appropriate slots.