

Arts and Cultures Across Antiquity:

Transformations

ACA-UF 9101 DC1 & ACA-UF 9101 DC2

Instruction Mode: Blended/Remote/In-person

Fall 2021

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Washington, DC, please make sure that you have completed the online academic orientation via Brightspace so that you are aware of site-specific support structure, policies and procedures. Please contact dc.academics@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on 8 September 2021

Instructor Contact Information

Dr. Arti Mehta

- TBA

Course Details

- **Class meetings:**
 - Section 1 - ACA-UF 9101 DC1: Monday and Wednesday 3:00 p.m. to 4:15 p.m.**
 - Section 2 - ACA-UF 9101 DC2: Monday and Wednesday 4:30 p.m. to 5:45 p.m.**
- Units earned – 4.0
- All times are Eastern (ET) - US Time Zone (for calculating time zone conversions, please note that Eastern-US Daylight Savings Time ends on November 7, 2021).
- Location: Rooms will be posted in Albert before your first class.
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
- COVID-related details: In the interest of protecting the NYU Washington, DC community, we are closely following CDC and Washington, DC-specific guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being are our top priorities.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if

in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

Course Description

This course will introduce students to literary, visual, plastic, and performance arts in the ancient cultures of Mesopotamia, Egypt, Greece, India, China, Rome, and Nubia. The class will read early texts (*Epic of Gilgamesh*, *Enuma Elish*, Euripides' *Bacchae* and *Iphigenia in Tauris*, *The Alexander Romance*, "The Recognition of Sakuntala, and others) and theoretical concepts of the nature of empire (Walter Schiedel, Phiroze Vasunia) and view artistic works found in the Smithsonian Museum. By studying the roles of women and heroes in political, social, and festival contexts, we will learn how they participate in the broader historical traditions of their societies. In this class we encounter narratives from myths, plays, and material culture that depict characters both integrating and at odds with their families and communities in relationships that bind and divide. We will further investigate how those societies demonstrate internal transformations that speak to common themes across antiquity, through time and space.

Course Objectives

- expand your intellectual range by visualizing the lives of ancient people
- learn the vocabulary of various artistic and literary genres
- practice critical thinking through the analysis of texts and images
- explore diverse perspectives to understand the nature of heroes and of women
- practice communicating your thoughts in both speech and writing

Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

(30%) In-class Activities include small group work, reading together, writing short paragraphs, and engaging with the works of art being studied.

(35%) Weekly Blogs will be assigned to be completed after the assigned readings. You will shape your own thoughts around weekly prompts, revisiting your writing every month.

(15%) Midterm and (15%) Final Examinations will consist of a revision of earlier weekly writing for the Midterm and a longer essay (2500+ words) for the take-home Final.

(5%) Interviews - You will also be required to attend two scheduled meetings with the instructor during October and November to assess your progress in the class. Please come prepared with questions about study habits, conceptual complexities, graded work, etc.

Teaching and Learning Philosophy

Teaching and learning is a collaborative effort: the instructor brings expertise in their research areas and years of experience in the classroom; students bring extensive knowledge of their own study habits and needs along with their intellectual curiosity to explore what the world

has to offer. Together, the class has the chance to be open to a wide range of ideas and stories, both in the readings and in our discussions. That is to say, each person is invited to incorporate personal experience and various forms of knowledge and insights into the group's conversations. Asking questions is always a *bonum* (that's Latin for "a good thing")!

If you are a person with varying stages of ability, please let me know how I can be of assistance. I may ask you how I should refer or not refer to it; that is, what terminology should I use? Also, please let me know if you care to share your information with others in the class or not.

Required Text(s)

Kleiner, F. S. 2020. *Gardner's Art Through the Ages: A Global History*. Volume I. Cengage Learning. 16th edition. ISBN 13:978-1-337-69659-3; eBook and rental options permitted. [Reserve option pending.]

Stoneman, R., translator. 1991. *The Greek Alexander Romance*. eBook. Also available online for free (see schedule below).

<https://www.amazon.com/Greek-Alexander-Romance-Classics-ebook/dp/B002RI92SE>

Electronic Resources (available via Brightspace / NYU Library Course Reserves)

- Links to online materials included in the reading and viewing or watching assignments for each Session.

Supplemental Text(s) (not required to purchase)

- Smithsonian Institution, www.collections.si.edu

Internet Research Guidelines

To reference quotes or passages from an internet page, give the full reference to the individual author. Do not quote any internet site where no author is stated. In your writing, refer to the individual who wrote the information.

- **NYU Writing Center for the Global Network**, <http://cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/writing-center/writing-center-for-the-global-network.html>

Additional Required Equipment

A laptop is preferred.

Session 1 – Wednesday, 8 September 2021

Introduction

Meeting Place: NYU DC Campus Classroom, B205

Introduction and Orientation. Units and Themes, Readings; Class Assignments and Course Website.

*****Session 2 – Make-Up Day: Friday, 10 September 2021**

Women and Empire

***READING ASSIGNMENTS**

Stuckey, J. H. 1 Jan 2005. “Ancient Mother Goddesses and Fertility Cults” in *Journal for the Association on Mothering* 7-1: 32-44.

<https://jarm.journals.yorku.ca/index.php/jarm/article/download/4952/4146/0>

Schiedel, W. 2009. “Sex and Empire: A Darwinian Perspective” in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, I. Morris and W. Scheidel, eds. Oxford: Oxford University Press, pages 255-267: 1. Human Nature and Ancient Empires.

Watch: Gimbutas, M. “Voice of the Goddess”. <https://www.youtube.com/watch?v=-k34hXty4iw>

Further Reading (Optional): The Marija Gimbutas Collection:

<https://www.opusarchives.org/marija-gimbutas-collection/>

Session 3 – Monday, 13 September 2021 - Yom Kippur begins.

MESOPOTAMIA – The EPIC of GILGAMESH: Temple Prostitution and the Barista

***READING ASSIGNMENTS**

Sanders, N.K. 1960. Selections from “The Epic of Gilgamesh”. Assyrian International News Agency.

www.aina.org/books/eog/eog.pdf

Watch:

“The Epic of Gilgamesh” <https://www.youtube.com/watch?v=2pGhEu9elnA>

“Cuneiform: The Oldest Form of Writing from Mesopotamia”

<https://www.youtube.com/watch?v=DONiq9pyLg4&t=7s>

“Freud on eros (love) and thanatos (death): Civilization and Its Discontents”.

<https://www.youtube.com/watch?v=bmeGjE5CH60>

Session 4 – Wednesday, 15 September 2021

MESOPOTAMIA - The Epic of Creation from Babylon (1)

***READING ASSIGNMENTS**

Mark, J. J. 4 May 2018. "Enuma Elish – The Babylonian Epic of Creation": Introduction, Summary, The Enuma Elish in Babylon, Tablets I and II. World History Encyclopedia.
<https://www.worldhistory.org/article/225/enuma-elish---the-babylonian-epic-of-creation---fu/>

Schiedel, W. 2009. "Sex and Empire: A Darwinian Perspective" in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, I. Morris and W. Scheidel, eds. Oxford: Oxford University Press, pages 267-281: 2. Despotic Empires.

View/Watch:

Kleiner. 2-24 Ishtar Gate (restored), page 49, and
https://en.wikipedia.org/wiki/Ishtar_Gate#/media/File:Ishtar_Gate_at_Berlin_Museum.jpg

Map of the City of Babylon - <https://www.jewishvirtuallibrary.org/map-of-the-city-of-babylon>

Ishtar (Burney Relief) -
https://en.wikipedia.org/wiki/Burney_Relief#/media/File:British_Museum_Queen_of_the_Night.jpg

"Enuma Elish: The Babylonian Epic of Creation" (1:17:41), Ancient History Encyclopedia.
<https://www.youtube.com/watch?v=R5btTPN-NmM&t=35s>, accompanies Joshua J. Mark's translation of the 7 Tablets.

Session 5 – Monday, 20 September 2021*

MESOPOTAMIA – The EPIC of Creation from Babylon (2)

***READING ASSIGNMENTS**

Mark, J. J. 4 May 2018. "Enuma Elish – The Babylonian Epic of Creation": Tablets III to VII. World History Encyclopedia.
<https://www.worldhistory.org/article/225/enuma-elish---the-babylonian-epic-of-creation---fu/>

Session 6 – Wednesday, 22 September 2021

Empire in New Kingdom EGYPT: Hatshepsut

***READING ASSIGNMENTS**

Kleiner, F. 2020. Religion and Mythology - The Gods and Goddesses of Egypt, page 60.

Heywood, A. and A. Serotta. "Queen Hatshepsut Restored", The Met (NYC).
<https://www.metmuseum.org/about-the-met/conservation-and-scientific-research/conservation-/2020/hatshepsut>

Seated Statue of Hatshepsut (29.3.2) Image description, The Met (NYC).
<https://www.metmuseum.org/art/collection/search/544450>

View/Watch:

Kleiner, F. 2020. 3-20 Mortuary Temple of Hatshepsut, page 71.

“Queen Hatshepsut’s Expedition to Punt.” 18 June 2015. www.WorldHistory.biz.
<https://www.worldhistory.biz/sundries/31943-queen-hatshepsut-s-expedition-to-punt.html>

“What does it mean to be human?": Burial <https://humanorigins.si.edu/evidence/behavior/burial>

Session 7 – Monday, 27 September 2021

Greece – Festivals for Women: Anthesteria, Epithalamia, Adonia

***READING ASSIGNMENTS**

Graf, F. 9 May 2016. “Festivals in Ancient Greece and Rome”: Summary, Definition, Key Elements (Sacrifices, Processions, Contests), Time Structure, Festivals in Homer and the Festival Structure (paragraph 2), The Athenian Festival Calendar: “The Anthesteria” (paragraphs 12-15). *Oxford Research Encyclopedias*, “Religion”. <https://doi.org/10.1093/acrefore/9780199340378.013.58>

McClure, L. 30 July 2018. “Ritual Activities of Girls” in “Women in Classical Greek Religion”.
<https://doi.org/10.1093/acrefore/9780199340378.013.256>;
<https://oxfordre.com/religion/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-256?rskey=qj8AEn&result=1>

Sappho. Selections, translated by Anne Carson. 2003. *If Not, Winter: Fragments of Sappho*.

McClure, L. 30 July 2018. “Adonia” in “Women in Classical Greek Religion”.
<https://doi.org/10.1093/acrefore/9780199340378.013.256>;
<https://oxfordre.com/religion/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-256?rskey=qj8AEn&result=1>

Watch: “What Does It Mean to be Human?": Art and Music.
<https://humanorigins.si.edu/evidence/behavior/art-music>

Session 8 – Wednesday, 29 September 2021

Greece – Festivals – City Dionysia (1)

***READING ASSIGNMENTS**

Graf, F. 9 May 2016. “Festivals in Ancient Greece and Rome”, City Dionysia in “The Athenian Festival Calendar” (paragraphs 10-11 and 16). *Oxford Research Encyclopedias*, “Religion”.
<https://doi.org/10.1093/acrefore/9780199340378.013.58>

Kleiner, F. 2020. Religion and Mythology - “The Gods and Goddesses of Mount Olympos”, page 107.

Euripides’ Bacchae. 1902. Translated by G. Murray. 2nd edition. eBook 4 February 2011. Project Gutenberg Library Archive, pages 8-52 (page numbers on right side of page).
<https://www.gutenberg.org/files/35173/35173-h/35173-h.htm>

Session 9 – Monday, 4 October 2021

Greece – Festivals – City Dionysia (2)

*READING ASSIGNMENTS

Euripides' *Bacchae*. 1902. Translated by G. Murray. 2nd edition. eBook 4 February 2011. Project Gutenberg Library Archive, pages 52-92 (page numbers on right side of page).
<https://www.gutenberg.org/files/35173/35173-h/35173-h.htm>

Schiedel, W. 2009. "Sex and Empire: A Darwinian Perspective" in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, I. Morris and W. Scheidel, eds. Oxford: Oxford University Press, pages 282-295: 3 Mediterranean Empires (3.1 Socially Imposed Monogamy – 3.4 Hellenistic Empires).

Session 10 – Wednesday, 6 October 2021

Greece – Festivals – City Dionysia (3)

*READING ASSIGNMENTS

Soyinke, W. 1974. *Bacchae of Euripides: A Communion Rite*. London: Norton.
<https://archive.org/details/bacchaeofeuripid00soyi>

Monday, 11 October 2021 - Public Holiday – No Class

*****Session 11 – Make-Up Day: ATTEND ONE MAKE-UP SESSION:
Tuesday, 10 October 2021, 4:30 p.m. to 5:45 p.m.
OR Tuesday, 10 October 2021, 6:00 p.m. to 7:15 p.m.**

Greece – Young Women's Festivals (1)

*READING ASSIGNMENTS

Artemis in the *Iliad* -

Homer. *The Iliad*. 1924. Translated by A. T. Murray. Cambridge (MA): Harvard University Press.
Artemis and Oeneus, 9.492-537

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0134%3Abook%3D9%3Acard%3D492>

Artemis, Apollo, and Hera, 21.468-501

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0134%3Abook%3D21%3Acard%3D468>

"Hymn 27 to Artemis" in *Homeric Hymns and Homerica*, 1914. Translated by H. G. Evelyn-White. Cambridge (MA): Harvard University Press.

<https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0138%3Ahymn%3D27>

Kleiner, F. 2020. "The Athenian Acropolis", pages 132-141.

Alcman's *Partheneion*. 12-19-2016. Translated by G. Nagy. Harvard University, Center for Hellenic Studies, Washington, D.C. <https://chs.harvard.edu/primary-source/alcman-partheneion-sb/>

Watch: "The Cult of Artemis at Brauron."

<https://womeninancient.wordpress.com/2017/03/20/the-cult-of-artemis-at-brauron/>

Session 12 – Wednesday, 13 October 2021

Greece – Young Women’s Festivals (2)

***READING ASSIGNMENTS**

Euripides. *Iphigenia in Tauris*, lines 1-810 (line numbers on right side of screen)
<https://www.poetryintranslation.com/PITBR/Greek/IphigeneiaTauris.php>

View: Iphigenia, a modern image:
<http://stephanmoravski.com/iphigenia-among-the-taurians/ciusb9c0w52smh1rlnaivu9mq1mf1v>

Session 13 – Monday, 18 October 2021

Greece – Young Women’s Festivals (3)

***READING ASSIGNMENTS**

Euripides. *Iphigenia in Tauris*, lines 1-810 (line numbers on right side of screen)
<https://www.poetryintranslation.com/PITBR/Greek/IphigeneiaTauris.php>

Guest Speaker: Vanessa Stovall (*pending*)

Session 14 – Wednesday, 20 October 2021

MIDTERM Due and Discussion on Final Exam

Session 15 – Monday, 25 October 2021

Greece and Empire – Alexander the Great (1)

***READING ASSIGNMENTS**

Pseudo-Callisthenes. Dowden, K., translator. 1989. “The Alexander Romance” in B.P. Rearden, *Collected Ancient Greek Novels*, pages 654-701 (§§ 1-20).
<http://philipharland.com/Courses/Readings/3106/Alexander%20Romance.pdf>

View: Kleiner, F. 2020. 5-70 Philoxenos of Eretria, *Battle of Issus*, Roman copy, also known as the Alexander Mosaic, page 150.

Session 16 - Wednesday, 27 October 2021

Greece and Empire – Alexander the Great (2)

***READING ASSIGNMENTS**

Pseudo-Callisthenes. Dowden, K., translator. 1989. "The Alexander Romance" in B.P. Rearden, *Collected Ancient Greek Novels*, pages 701-735 (§§ 21-35).
<http://philipharland.com/Courses/Readings/3106/Alexander%20Romance.pdf>

Schiedel, W. 2009. "Sex and Empire: A Darwinian Perspective" in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, I. Morris and W. Scheidel, eds. Oxford: Oxford University Press, pages 294-295: 3.4 Hellenistic Empires.

Session 17 – Monday, 1 November 2021

MEETING PLACE: ASIAN ART MUSEUM

India – Life of the Buddha

*READING ASSIGNMENTS

Kleiner, F. 2020. Religion and Mythology – "The Buddha, Buddhism, and Buddhist Iconography", page 447; "Shunga, Satavahana, and Kushan Dynasties", pages 449-453: 15-12 Meditating Buddha, 15-12A Standing Buddha, and 15-13 The life and death of the Buddha; also, 15-13 Seated Buddha preaching first sermon, page 454 and 15-29 *Death of the Buddha*, page 463.

Aśvaghōṣa, *Buddhacarita*, "The Life of Buddha". 1995 reprint (1894 original). Translated by E. B. Cowell, supplemented by E.H. Johnson and Ānandajoti Bhikkhu. Delhi. Book One: The Birth of the Holy One; Book Two: Life in the Palace; Book Five: Flight; and Book Thirteen: The Defeat of Mara.
<https://www.ancient-buddhist-texts.net/Texts-and-Translations/Buddhacarita/>

View:

"Scenes from the Life of the Buddha", National Museum of Asian Art, Freer 02 (F1949.9a-d), late 2nd-early 3rd century. <https://asia.si.edu/object/F1949.9a-d/>

"One face of a fence-rail from Bharhut: King Visits the Buddha (Great Miracle of Sravasti), National Museum of Asian Art, Freer 02 (F1932.25), early 2nd century BCE. <https://asia.si.edu/object/F1932.25/>

"One face of a fence-rail from Bharhut: Worship at a Stupa", National Museum of Asian Art, Freer 02 (F1932.26), c. 185-75 BCE. <https://asia.si.edu/object/F1932.26/>

"Standing Buddha", National Museum of Asian Art, Freer 02 (F1994.17), c. 320-485 CE.
<https://asia.si.edu/object/F1994.17/>

Session 18 – Wednesday, 3 November 2021

India – Weddings (1)

*READING ASSIGNMENTS

Āpastamba, *Dharmasūtra* in *Dharmasūtras: The Law Codes of Āpastamba, Gautama, Baudhāyana and Vasiṣṭha*. 1999. Translated and edited by P. Olivelle. Oxford, Oxford University Press, pages 54-55, "Types of Marriage".
http://www.ahandfulofleaves.org/documents/Dharmasutras_Olivelle_1999.pdf

Kleiner, F. 2020. Religion and Mythology – Hinduism and Hindu Iconography, page 456.

Session 19 – Monday, 8 November 2021

India – Weddings (2)

***READING ASSIGNMENTS**

Kālidāsa, “The Recognition of Śakuntalā”. 1999. Translated by A.W. Ryder. Sanskrit Series. Cambridge (Ontario): In parentheses Publications. Acts 1 to 4, pages 1-50.

http://www.yorku.ca/inpar/shakuntala_ryder.pdf

“The Power to See Beauty: Charles Lang Freer”, National Museum of Asian Art (Gallery 9).

<https://asia.si.edu/exhibition/the-power-to-see-beauty/>

Session 20 – Wednesday, 10 November 2021

India – Weddings (3)

***READING ASSIGNMENTS**

Kālidāsa, “The Recognition of Śakuntalā”. 1999. Translated by A.W. Ryder. Sanskrit Series. Cambridge (Ontario): In parentheses Publications. Acts 5-7, pages 51-93.

http://www.yorku.ca/inpar/shakuntala_ryder.pdf

“Body Image: Arts of the Indian Subcontinent”, National Museum of Asian Art (Galleries 1 & 2).

<https://asia.si.edu/exhibition/body-image/>

Session 21 – Monday, 15 November 2021

Ancient China – Chin and Han Dynasties

***READING ASSIGNMENTS**

Kleiner, F. 2020. “Qin and Han Dynasties”, pages 476-481.

Hogarth, B. 20 Feb 1999. *Ancient China: From the Neolithic Period to the Han Dynasty*: “Introduction to the Han Dynasty”: “Confucianism” to “The Han Dynasty” (pages 18-22); “Three tomb excavations: 3. The Terracotta Army of the First Emperor, Qin Dynasty” (pages 38-40); “Ancient China: The Importance of Rites” through “Public Virtue vs Public Status” (pages 41-47), Asian Art Museum.

<https://education.asianart.org/resources/an-introduction-to-the-han-dynasty/>

View: Kleiner, F. 2020. 16-1 Army of the First Emperor of Qin, and 16-1a, 16-1b, and 16-1c, page 471.

Session 22 – Wednesday, 17 November 2021

MEETING PLACE: National Museum of Asian Art (*pending*)

Ancient China – Images

***READING ASSIGNMENTS**

Hogarth, B. 20 Feb 1999. *Ancient China: From the Neolithic Period to the Han Dynasty*, Asian Art Museum, Slide Nos. 14-20, pages 75-86.

<https://education.asianart.org/resources/an-introduction-to-the-han-dynasty/>

Session 23 – Monday, 22 November 2021

Ancient China – Women’s Quarters

***READING ASSIGNMENTS**

Hogarth, B. 20 February 1999. “The Importance of Rites”, *Ancient China: From the Neolithic Period to the Han Dynasty*, Asian Art Museum, pages 41-43.

<https://education.asianart.org/wp-content/uploads/sites/6/2019/09/Ancient-China-Color-PDF.pdf>

Ban Zhao, “Lessons for Women”. Translated by N. L. Swann, Pan Chao: Foremost Woman Scholar of China, 1932, New York: Century Co., pp. 82-90. University of Southern California US-China Institute.

<https://china.usc.edu/lessons-women-ban-zhao-pan-chao-ca-45-116>

Session 24 – Wednesday, 24 November 2021

ROME – Transformations (1)

***READING ASSIGNMENTS**

Kleiner. “Hadrian”, pages 214-218, and “The Antonines”, pages 219-223, including “Materials and Techniques – Iulia of Cyzicus and the Art of Encaustic Painting.

Schiedel, W. 2009. “Sex and Empire: A Darwinian Perspective” in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, I. Morris and W. Scheidel, eds. Oxford: Oxford University Press, pages 295-307: 3.4 The Roman Empire and 4 Conclusion: Theory and Evidence.

View/Watch:

Kleiner. 7-18 Dionysiac mystery frieze and 7-19 Second Style wall paintings, page 195.

McDaniel, S. 12-18-2020. “How was Saturnalia celebrated in ancient Rome?”

<https://www.youtube.com/watch?v=V1K9enEfcC4>

Mussio, G. 2021. “Carnevale in Ancient Italy: What it is and how to celebrate it.

<https://ciaoandiamo.com/carnevale-in-italy-what-it-is-and-where-to-celebrate/>

Session 25 – Monday, 29 November 2021

ROME – Transformations (2)

***READING ASSIGNMENTS**

Livy, *Ab Urbe Condita*, Book I, Chapter Preface, Chapters 1-3. 1912. Translated by Canon Roberts.

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0026>

Seneca the Elder (Rhetor). *Declamations*, Book 1. Translated by M. Winterbottom. Loeb Classical Library. Cambridge (MA): Harvard University Press.
<https://archive.org/details/eldersenecadecla0001sene>

Further Reading (Optional): White, P. 2009. "Bookshops in the Literary Culture of Rome," in Johnson and H. Parker, eds. *Ancient Literacies: The Culture of Reading in Greece and Rome*. Oxford: University Press: 278-287.

Session 26 – Wednesday, 1 December 2021

ROME – Transformations (3)

***READING ASSIGNMENTS**

Livy, *Ab Urbe Condita*, Book I, Chapters 4-13. 1912. Translated by Canon Roberts.
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0026%3Abook%3D1%3Achapter%3D4>

Seneca the Elder (Rhetor). *Declamations*, Book 2. Translated by M. Winterbottom. Loeb Classical Library. Cambridge (MA): Harvard University Press.
<https://archive.org/details/eldersenecadecla0001sene>

Schiedel, W. 2009. "Sex and Empire: A Darwinian Perspective" in *The Dynamics of Ancient Empires: State Power from Assyria to Byzantium*, I. Morris and W. Scheidel, eds. Oxford: Oxford University Press, pages 304-307.

Session 27 – Monday, 6 December 2021

Africa – Roman Borrowings

***READING ASSIGNMENTS**

Barrett, C.E. 2017. "Recontextualizing Nilotic Scenes: Interactive Landscapes in the Garden of the Dasa del l'Efebo, Pompeii" in *American Journal of Archaeology* 121.2: 293-332.

Guest Speaker: Bet Hucks

Session 28 – Wednesday, 8 December 2021

Africa – Isis at Philae

***READING ASSIGNMENTS**

Ashby, S. 2020. "Chapter I. Agreements" in *Calling Out to Isis: The Enduring Nubian Presence at Philae*. Gorgias Studies in the Ancient Near East, pages 1-64: selections.

Vasunia, P. 2011. "The Comparative Study of Empires", review in *Journal of Roman Studies* 101: 222-228. DOI: <http://dx.doi.org/10.1017/S0075435811000086>

Session 29 – Monday, 13 December 2021

Africa – Nubian Rulers

***READING ASSIGNMENTS**

Phillips, J. 2016. “Women in Ancient Nubia” in S.L. Budin and J. M. Turfa, eds., *Women in Antiquity: Real Women from Across the Ancient World*, pages 280-298.

Vasunia, P. 2011. “The Comparative Study of Empires”, review in *Journal of Roman Studies* 101: 229-237. DOI: <http://dx.doi.org/10.1017/S0075435811000086>

Watch: Queen Amanitore of Nubia: <https://www.youtube.com/watch?v=wYJotsIz5Os> and https://www.youtube.com/watch?v=6aByHaPi_OE

Final Exam – Time and Location for submitting Take-Home Final to be determined

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (i.e. COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Suggested Co-Curricular Activities –

If classmates are interested and pandemic conditions permit, the class could visit the campus of Howard University to watch the Howard Players perform a play from antiquity. Learn more about them here: <https://howard.campuslabs.com/engage/organization/thehowardplayers>

Something About Me:

I study and teach ancient languages – Greek, Latin, Sanskrit – and literatures, especially popular literature from antiquity like fables and folktales. The past few years I have been teaching classes about women in the ancient world, comedy and humor, and mythology. After earning a B.A. in English at San Francisco State University by reading poetry, I moved into medieval studies and from there, through Latin, into Classics, the study of ancient Greek and Roman cultures. At Indiana University I read ancient Greek for the M.A. and PhD, and by writing a dissertation titled, “How Do Fables Teach? Reading the World of the Fable in Greece, Rome, and India”. In Indiana I also studied in the India Studies program, specializing in Sanskrit, the ancient language of India, and reading ancient Indian plays and poetry. On a personal note, I enjoy puzzles of all sorts: crosswords, word searches, acrostics, and many more. Did you know, studying inflected (word-ending) languages is like doing puzzles?

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

- A = 94-100 or 4.0
- A- = 90-93 or 3.7
- B+ = 87-89 or 3.3
- B = 84-86 or 3.0
- B- = 80-83 or 2.7
- C+ = 77-79 or 2.3
- C = 74-76 or 2.0
- C- = 70-73 or 1.7

D+ = 67-69 or 1.3

D = 65-66 or 1.0

F = below 65 or 0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspace if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to dc.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e., before the start of your class). Absences are only excused if they are due to illness, significant mental or physical discomfort, Moses Center accommodations, religious observance, or emergencies. Your professor or site staff may ask you to present a doctor's note, a Wellness Counselor's note, or permission from an NYU-DC staff member or an onsite Residence Life Administrator as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's or other notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU-DC site staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Washington, DC Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using *Turnitin* or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer *and* NYU DC's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the instructor will schedule a make-up examination or extend the deadline for assignments and can use the Academics Office for support as needed. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through dc.academics@nyu.edu.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277