

HIST 205: MARITIME HISTORY OF THE MEDITERRANEAN

“The seas bring people together rather than separating them.”

-Juan Bautista Alberdi, Argentine political thinker, 1840s or 1850s¹

“It used to be that oceans could protect us. We used to be able to sit back here in America and feel safe and confident, because there's two vast oceans to protect us from potential enemies.”

-President George W. Bush, 2002²

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Spring/Summer 2024
Spring office hours by
appointment, or:
TuW 1-4 and Th, 2:15-4:15
(no office hours on MF)

Course Texts to Purchase:*

- Lattimore, Richmond, translator, and Homer, author. *The Odyssey*. New York, London, Toronto, and Sydney: HarperCollins, 2007.

Course Themes and Description:

Since ancient times, the Mediterranean Sea has served both as a frightful barrier and an imperial, commercial, and intercultural highway. Human societies have used the Mediterranean for exploration, colonization, trade, social mobility, imperial expansion, and defense. This class will examine how both qualities—bridge and barrier—have shaped ancient civilizations in the Mediterranean world. Due to our study abroad destination, the class will focus especially on ancient Greece.

Course Objectives:

- 1) **Demonstrate knowledge about the past** (L.O. 1)
- 2) **Examine, contextualize, and explicate primary sources** (L.O. 2)

¹ Juan Bautista Alberdi, excerpt from *La Doctrina de Monroe y la America Española*, in *Major Problems in American Foreign Relations*, Dennis Merrill and Thomas G. Paterson, eds. (2005; Seventh ed., Boston: Wadsworth Cengage Learning, 2010).

² “Remarks by the President at the 2002 Unity Luncheon,” October 17, 2002, Atlanta Marriott Marquis Hotel, Atlanta, Georgia, <https://georgewbush-whitehouse.archives.gov/news/releases/2002/10/text/20021017-2.html>

* Available for purchase at the Drury Bookstore.

Grading:

20% Attendance and participation (2000 points)	96-100	A; perfect—very rare!
• 8% Spring meetings (800 points)	93-95	A; truly exceptional
• 12% Summer meetings (1200 points)	90-92	A-; excellent
12% Online discussion board (1200 points)	87-89	B+; strong
10% Group destination presentation (1000 points)	83-86	B; good
10% Map quiz (1000 points)	80-82	B-; average
5% Discussion opening (500 points)	77-79	C+; command of basics, w/ areas for growth
5% Museum artifact description and reflection (500 points)	73-75	C; basics, w/ important areas for improvement
3% Bridge/Barrier Table (300 points)	70-72	C-; passable, but significant areas of improvement needed
10% First three pages (1000 points)	67-69	D+; ibid
25% Final paper (2500 points)	63-66	D; ibid
	60-62	D-; barely passable
	0-59	F; cannot pass standards
10,000 points (100%) course total		

Course Policies:

- Students will form groups and prepare **destination presentation assignments** in the second half of the Spring semester.
- Right before the first program dinner, students will take a brief **map and chronology quiz** to help orient themselves to the ancient Mediterranean.
- **Attendance** will be taken at the start of each class and is part of each student’s attendance and participation grade. This class also requires regular **participation**. Contributing your thoughts and questions in class demonstrates your commitment to the course and adds value to the learning environment. It also allows you to practice clear, concise, thoughtful, and respectful communication. Students are **expected to bring readings**, whether digitally or in print, to class. Category will be graded per diem as follows: 100 for check pluses, 85 for checks, 75 for lates, and 65 for check minuses. Students may miss one class before Greece and one class in Greece without penalty. After that, each unexcused absence will count as a 0 towards that half-semester’s attendance and participation grades. Documentation approved by the professor is required for an excused absence.
- **Discussion board responses** will be on Canvas. They will check your engagement with the reading. In the second half of the Spring 2022 semester, discussion boards will be due by 11:59 pm on Fridays. In Greece, discussion boards will be due by 11:59 pm on the day before discussion. There will be sixteen (or 1600 point opportunities) discussion board opportunities. Once a student reaches 1200 points, they will have received an “A” in this category.

- Every student will serve as **discussion opener** on a reading assignment for the course. The goal will be to summarize and then reflect on the reading for five-seven (5-7) minutes before opening the discussion up to classmates.
- In addition to discussion openings, this class requires **regular participation**. Contributing your thoughts and questions in class demonstrates your interest in and commitment to the course and allows you to practice clear, concise, thoughtful, and respectful communication. It also adds value to the educational experience of your classmates. Students who sleep, text, and otherwise distract themselves or others from the class will lose points in this category. Daily participation will be graded on a check +, check, and check - system. These marks roughly translate as A, B, and C, respectively.
- Students will submit a **museum artifact description (*ekphrasis*) and reflection, a bridge/barrier table, the first three pages of the final paper (double-spaced) and a final comprehensive paper** between six and eight (6-8) double-spaced pages.
- **Late assignment policy:** Any assignment that is turned in after class will lose a third of a letter grade (e.g., A to A-) and then another third of a letter grade for each additional day (24 hours) that the written assignment is late. Unless we have made arrangements in advance, written assignments that are turned in later than one week (7 calendar days) past the deadline will NOT be accepted.
- **Extension policy:** I am willing to entertain extensions on student papers (including the two take-home exam essays) so long as a student's request is in my e-mail inbox at least twenty-four (24) hours before the deadline.
- All students are expected to adhere to the highest standards of **academic honesty**. I take **plagiarism and cheating** extremely seriously. Write your own prose, do not copy the work of others, and cite those whom you quote, summarize, or paraphrase. Students **MAY NOT** use generative AI (e.g., ChatGPT) in any form. Any form of academic dishonesty, including cheating and plagiarism, will automatically result in either a failing grade for that assignment or a failing grade for the entire course, depending on the degree of the offense. In addition, all cases of plagiarism (including using generative AI for all or portions of written assignments) will be sent to the Office of Academic Affairs. If you are ever uncertain as to what constitutes plagiarism or think it is possible you are plagiarizing, talk to me BEFORE you turn in the assignment. It is better late than plagiarized! (Courtesy of Dr. Hue-Ping Chin, Drury Professor Emeritus of History and Eberly Center at Carnegie Mellon University).

Lectures, Assignments, and Activities—Before Greece:

Note: All Spring 2024 meetings will be from 8:00-8:50 am in Olin Room 006, downstairs in the Olin Library.

W, 2/26 February program meeting

M, 3/18 Destination Presentation 1— Apollo and Delphi (including influence on Socrates and Plato's *Dialogues*) (Grant and Cooper)

- M, 3/25 Destination Presentation 2—The Olympian Gods and the Trojan War
(Lauren and McCleary)
- M, 4/1 Destination Presentation 3—Naxos and Delos
(Emma and Michaela)
- M, 4/8 Destination Presentation 4—Santorini and Akrotiri (including Minoan
civilization)
(Leslie and Mia)
- F, 4/12 **Discussion board 1 due by 11:59 pm**
Reading: *Odyssey*, Introduction, pages 1-24
- M, 4/15 Destination Presentation 5— The Greek Agora and the Acropolis (including the
Parthenon, Erechtheion, and Propylaea
(Jackson, Will, and Chase)
- F, 4/19 **Discussion board 2 due by 11:59 pm**
Reading: *Odyssey*, Book I, pages 25-38
- M, 4/22 Destination Presentation 6—Roman Athens (Olympieion, Tower of the Winds,
and Hadrian’s Library)
(Ethan and Ryce)
- F, 4/26 **Discussion board 3 due by 11:59 pm**
Reading: *Odyssey*, Book V, or pages 88-101
- M, 4/29 Destination Presentation 7—Greek War of Independence and Syntagma Square
(Ben and Rodney)
- F, 5/3 **Discussion board 4 due by 11:59 pm**
Reading: *Odyssey*, Book VI, or pages 102-110
- M, 5/6 Discussion 1 (*Odyssey*, Books I, V, and VI)
- Tu, 5/7 Final pre-trip orientation and safety meeting

Lectures, Assignments, and Activities—IN Greece:

- M, 6/3 Meet at the Pireaus City Hotel by 2:00 pm
Program Dinner #1, 5:00 pm, Porto Grill, Pireaus
Map and chronology quiz (at restaurant)
Reading: *Odyssey*, Books VII-XII, pages 111-197
Discussion Board 5 due by 11:59 pm
Sign-up for a discussion opening by 11:59 pm

(Naxos)

Tu, 6/4 Discussion 2: The *Odyssey*, Part 2 (Books VII-XII)
Reading: *Odyssey*, Books XIII and XIV, pages 198-224
Discussion Board 6 due by 11:59 pm

W, 6/5 Discussion 3: The *Odyssey*, Part 3 (Books XIII and XIV)

Th, 6/6 Day trip to Delos (bring Drury IDs!)
Reading: Apollodorus, "Jason and the Argonauts"
Discussion Board 7 due by 11:59 pm

Fr, 6/7 Discussion 4: Apollodorus, "Jason and the Argonauts"
Plaka Beach

Sa, 6/8 Day trip to Paros
Reading: Hanno, Pleriplus ("Voyage") of Hanno
Discussion Board 8 due by 11:59 pm

Su, 6/9 Discussion 5: Periplus of Hanno
Reading: Plato, selections from *Timaeus* and *Critias*
Discussion Board 9 due by 11:59 pm

(Santorini)

M, 6/10 Discussion 6: Plato, selections from *Timaeus* and *Critias*

Tu, 6/11 Boat tour of the caldera and Nea Kameni, Santorini

W, 6/12 Akrotiri (Minoan Civilization; bring Drury IDs!)
Reading: Herodotus, *The Histories*, Book 1:1-5; Thucydides, *History of the Peloponnesian War*, Book 1, Chapter 1
Discussion Board 10 due by 11:59 pm

Th, 6/13 Discussion 7: Herodotus and Thucydides (parts of Book I for both only)
Museum of Prehistoric Thira (Minoans; bring Drury IDs!)
Reading: Report of Wenamun and Book of Jonah
Discussion Board 11 due by 11:59 pm

(Athens)

F, 6/14 (Evening class)
Discussion 8: Report of Wenamun and Book of Jonah

- Sa, 6/15 Hellenic Maritime Museum or Naval Tradition Park, 11-12:15
Athens Food Tour, 1:30
Reading: Herodotus, *The Histories*, 7:138-144
Discussion board 12 due by 11:59 pm
- Su, 6/16 War Museum (bring Drury IDs!)
Discussion 9: Herodotus, *The Histories*, 7:138-144
Presentation on the Battle of Salamis
- M, 6/17 Delphi
Reading: Hesiod, Homeric Hymn 7 to Dionysus
Discussion board 13 due by 11:59 pm
- Tu, 6/18 Acropolis and Acropolis Museum
(Evening Class)
Choragic Monument of Lysicrates
Discussion 10: Hesiod, Homeric Hymn 7 to Dionysus
- W, 6/19 Day Trip to Aegina and Moni
Museum artifact description and reflection due by 11:59 pm (Acropolis Museum)
- Th, 6/20 Agora and Temple of Hephaestus (bring Drury IDs!)
Reading: Pericles' Funeral Oration and Demosthenes's Third Philippic
Discussion board 14 due by 11:59 pm
- F, 6/21 Pynka
Discussion 11: Pericles, Demosthenes, and Athenian Democracy
Reading: Excerpt from Plutarch, *Lives of Great Men*, "Caesar"; Juvenal, *Satire IV*
Discussion board 15 due by 11:59 pm
- Sa, 6/22 Temple of Olympian Zeus
Discussion 12: Plutarch and Juvenal
Reading: Paul, excerpt from Book of Acts; Petronius, excerpt from *The Satyricon*
Discussion board 16 due by 11:59 pm
- Su, 6/23 Roman Agora and Tower of the Winds
Discussion 13: Paul and Petronius
Bridge/Barrier table due by 11:59 pm
- M, 6/24 No HIST 205 class; just PHIL 318
Last Program Dinner
- F, 7/12 **First three pages due by 11:59 pm**
- M, 7/22 **Final papers due by 11:59 pm**

Final Paper Prompt: On balance, did the sea serve mostly as a bridge or a barrier amongst human societies in the ancient Mediterranean world? Why? In answering your question, you are welcome to craft a complex thesis describing change over time (for example, the sea was more of a barrier in earlier periods but more of a bridge after year X), specific maritime activities that were more conducive to maritime connections (trade over conquest, for example), or specific societies that were more successful than others in using the sea as a bridge or a defense barrier. You may also consider the bridge/barrier framework in more allegorical ways, including the sea as a bridge/barrier to wealth and social standing.