

CLASSICS 306 / EGYPT AFTER THE PHARAOHS / SPRING 2012

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Office: King 105A / **Office Hours:** Mon 11-12 / Tue 2.45-4 and by appointment

REQUIRED TEXTS

Bagnall, R. and D. Rathbone, eds. *Egypt from Alexander to the Early Christians: An Historical and Archaeological Guide*. Los Angeles: Getty Publications, 2005. (Bagnall & Rathbone)

Gazda, E. and T.G. Wilfong. *Karanis: An Egyptian Town in Roman Times*. Ann Arbor: Kelsey Museum Publications, 2004.

Lewis, N. *Greeks in Ptolemaic Egypt*. Oakville, CT: American Society of Papyrologists, 2001. (Lewis, *GPE*)

Lewis, N. *Life in Egypt Under Roman Rule*. Oakville, CT: American Society of Papyrologists, 1999. (Lewis, *ERR*)

Rowlandson, J., ed. *Women and Society in Greek and Roman Egypt: A Sourcebook*. New York: Cambridge University Press, 1998. (Rowlandson, *W&S*)

PDF files of readings and other course materials available on **BlackBoard**.

COURSE DESCRIPTION

From 323 BCE until the seventh century Arab conquest, the Macedonian Ptolemies and subsequently, the Romans, ruled Egypt. During this colonial period, Egypt was inhabited by a multitude of ethnic groups, including Persians, Jews, Greeks, Egyptians and Romans. Yet, Egyptian culture and heritage, particularly in the realm of religion and art, remained vibrant. Through thematic topics rather than a strict chronological approach, this course surveys the social, political and cultural history of Greco-Roman Egypt, introducing students to the major sites and source of documentation. Special attention will be paid to the role of women in Greco-Roman society, religious practices and the increasing importance of Christianity.

COURSE GOALS

This course is intended to assist students in achieving the following goals. Students should:

- Understand the complexity of ancient evidence and the process by which ancient texts and artifacts are used to create a narrative about the past
- Learn how to critically read and interpret ancient sources in translation
- Improve their written communication skills by generating a substantial research paper with well-supported thesis. Students will learn how to use ancient sources of evidence as well as secondary sources to make arguments about the past.
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COURSE REQUIREMENTS

Source Presentation / Analysis	10 %
Midterm Exam	20 %
Abstract and Annotated Bibliography for Research Paper	10 %
Research Paper (10-12 p.)	25 %
Final	20 %
<u>Attendance and Participation</u>	<u>15 %</u>
Total:	100 %

Background to Course: If you are not familiar with the histories of Greece and Rome, you may find it useful to read the two short summaries, “The Outline History of Greece” and “A Brief History of Rome,” both posted on Blackboard under Course Documents.

Source Presentation / Analysis: Each student in the class, in consultation with a partner, will be responsible for leading in-class discussion on one or more ancient texts or objects. Students should sign up on blackboard for a topic / presentation day. These days are marked in bold on the syllabus; potential readings also are marked in bold. From the readings, each student must choose one (1) text (papyrus, inscription, etc). By the class period **PRIOR** to the chosen day, the discussion leaders need to post one question per text / object on Blackboard, for a total of two questions. More than two questions can be posted. These questions will help everyone else in class as they prepare the readings. During class, we will spend some time introducing the main topic. The presenters should be prepared to spend 15 minutes leading discussion of the texts. Remaining class time will be spent discussing other readings or materials.

Research Paper: The research paper (10-12 pages) and must be on a topic related to Egypt or Egyptian culture during the period under study. I will distribute a list of possible topics in class, but you are free to choose any topic that you want. This paper must include a thesis that is supported by both primary (ancient texts in translation) and secondary sources (modern scholarship). My class lectures are not an acceptable source and should not appear on your bibliography. Books will be placed on the reserve at the library and you are encouraged to use these and additional sources. An abstract and annotated bibliography with at least three (3) sources will be due at **11:59 on SUNDAY April 8**. Late assignments will be graded down 1/3 of a letter grade for each day late (i.e. an ‘A’ paper becomes an ‘A-’ on the first day the paper is late, then a ‘B+’ on the second day, and so on). We will have a library session on **March 14** to explain how to compose abstracts and annotated bibliographies. This paper will be due **at the end of the exam time (Saturday May 21, 11 AM)**. **Final papers will not be accepted after the due date / time. I do not grant academic incompletes.**

Hourly Exams: The first hourly exam will be given on **March 16**. The second hourly exam will be given on **May 7**. This exam will cover principally (but not exclusively) material discussed after the first hourly exam.

Attendance and Participation: Class attendance and participation are necessary parts of the learning process. You are expected to come to class prepared for discussion, which involves completing the readings and thinking about them before you arrive. I will be taking attendance in class, and excessive absences will affect your final grade in the course. You are responsible for getting notes and determining what occurred during any missed class. In case of foreseen absences on exam dates, you must contact me well before the scheduled exam date and exams must be taken **BEFORE** the scheduled date and time. In case of unforeseen absences on test days, you will need to provide proof of illness or another justifiable reason for the missed class.

Computer Policy: Computers, Ipads, Tablets, etc. are not allowed in class. Please use a pen and paper, and print out readings or take notes before coming to class.

Honor Code: The Oberlin College Honor Code can be found at <http://www.oberlin.edu/students/links-life/rules-reg.html#honor>. You will be expected to abide by the honor code for all written assignments.

Classroom and testing accommodations: Students needing accommodation for tests or assignments (i.e., time and a half) should contact the Student Academics Services Office (<http://www.oberlin.edu/learning/>) at the start of the semester to ensure that the appropriate documentation and classroom accommodation can be provided in a timely fashion. I would also encourage you to speak to me about the accommodation that is worked out with SAS; these discussions will be held in the strictest confidence.

Changes to the Syllabus: Minor changes may be made to the syllabus in the course of the semester. In this case, all students will be informed of these changes via email and through an announcement on BlackBoard.

E-Mail: I will check email regularly. Please include the course name (CLAS 306: Egypt after the Pharaohs) in the subject field of your email. All email correspondence will be conducted through your Oberlin account.

Mobile Phones: Please turn off phones during class. If a phone rings, there may be a pop quiz.

CLASS SCHEDULE

M Feb 6	Introduction: Syllabus, Expectations, The nature of the material Rowlandson, <i>W&S</i> 18-23.
W 8	Egypt before Alexander Herodotus Book II. 1-101; 148-150; 178-182 Optional Reading: Ray, “The Magician Pharaoh” in <i>Reflections of Osiris: Lives from Ancient Egypt</i> (Oxford 2002) 113-129.
F 10	Alexander and the Successors Shipley, G. <i>The Greek World After Alexander, 323-30 BC.</i> 33-58. Arrian III.1.1 – III.6.3; Plutarch, <i>Alexander</i> 26.3-10; Documents on the Successors, Harding, P. <i>From the End of the Peloponnesian War to the Battle of Ipsus.</i> (Cambridge 1985) nos. 125, 126, 132, 133, 140.
M 13	The First Ptolemies Selections from <i>The Alexander Romance</i> (I.1-20, 30-35); Austin, <i>The Hellenistic World from Alexander to the Roman Conquest</i> (Cambridge 2006) nos. 254, 255, 256, 258, 259
W 15	Ptolemaic History Lewis, <i>GPE</i> , 8-36 (The Backdrop, Eldorado on the Nile); Malkin, Irad. “Postcolonial Concepts and Ancient Greek Colonization.” <i>Modern Language Quarterly</i> 65.3: 341-64; the Rosetta Stone.
F 17	Cleopatra VII Lewis, <i>ERR</i> 9-17 (The Coming of the Romans) Rowlandson, <i>W&S</i> 11-18. Selections from Jones, P. <i>Cleopatra: A Sourcebook.</i> (Norman, OK, 2006) Optional: Schiff, S. <i>Cleopatra</i> (New York, 2010), 261-304.
M 20	Egypt and Rome Lewis, <i>ERR</i> 156-195 (Census, Taxes and Liturgies). <i>Gnomon of the Idios Logos</i> , from Lewis, N. and M. Reinhold, <i>Roman Civilization: Selected Readings</i> (Cambridge, 1990), 298-302.
W 22	Late Antiquity to the Arab Conquest Bagnall, R. <i>Egypt in Late Antiquity</i> , 148-180; Bagnall, R. <i>Egypt in the Byzantine World</i> , 1-17.
F 24	The Ruling Power and Self Presentation – Queens and Empresses Rowlandson, W&S 24-46 ; Bianchi, R. <i>Cleopatra’s Egypt: Age of Ptolemies</i> (Brooklyn Museum, 1988) 166-189.
M 27	Laws and Justice Lewis, <i>GPE</i> 56-68. (The Strategos Diophanes); Rowlandson, W&S 155-74
W 29	Laws and Justice Lewis, <i>ERR</i> , 156-195 (The Administration of Justice); Rowlandson, W&S 174-195
F Mar 2	Alexandria Bagnall & Rathbone, 51-86. Green, P. “The Politics of Patronage: Early Ptolemaic Alexandria” in <i>From Alexander to Actium.</i> (Berkeley 1990) 80-91.
M 5	Alexandria II: Recent Excavations and the Royal Quarters Goddio, F. and I. Darwish. Selections from “The Topography of the Submerged Royal Quarters of the Eastern Harbor of Alexandria.” and “Testimonia selecta de portu magno et palatiis Alexandriae ad Aegyptum e scriptoribus antiquis excerpta.” in <i>Alexandria: the submerged royal quarters.</i> (Periplus 1998).

W 7	Town and Village: Oxyrhynchus Lewis, <i>ERR</i> 36-64; Bagnall & Rathbone, 155-173.
F 9	Town and Village: The Fayum Lewis, <i>ERR</i> , 65-83; Bagnall & Rathbone, 127-154.
M 12	Town and Village: Karanis Gazda, E. <i>Karanis: An Egyptian Town in Roman Times</i> (Kelsey Museum 2004); Rowlandson, <i>W&S</i> 133-143
W 14	Library Day
F 16	First Hourly Exam
Sat Mar. 17	Field Trip to Ann Arbor (Tentative)
M 19	The Desert and the Oases Austin 262, 263, 264, Bagnall & Rathbone, 249-292
W 21	The Family Rowlandson, <i>W&S</i> 84-95 ; Archives A, K
F 23	Birth, Infancy, Childhood Rowlandson <i>W&S</i> 280-99 ; Laes, C. "How did Children Live?" in <i>Children in the Roman Empire</i> (Cambridge 2006) 22-49
26 – 30	Spring Recess
M Apr 2	Education and Literacy Rowlandson, <i>W&S</i> 299-312 http://www.lib.umich.edu/writing-graeco-roman-egypt/intro.html http://www.lib.umich.edu/education/home.htm
W 4	Marriage Rowlandson, <i>W&S</i> 312-335 ; Archive D 112-118 Montserrat, D. "Marriage, Morality and Divorce" in <i>Sex and Society in Greco-Roman Egypt</i> . 80-105.
F 6	Agriculture and Agricultural Land Lewis, <i>ERR</i> 107-133 (The Production of Food); Rowlandson, <i>W&S</i> 218-45
Sunday, Apr 8	ABSTRACT AND ANNOTATED BIBLIOGRAPHY DUE at 11:59
M 9	The Non-Agricultural Economy Lewis, <i>GPE</i> 46-55 (Nikanor and Other Bankers); Lewis, <i>ERR</i> 134-155 ("Trades and Professions") Rowlandson <i>W&S</i> 245-79
W 11	Death and Burial Rowlandson, <i>W&S</i> 335-53; Riggs, C. selections from "Portraying the Dead" in <i>The Beautiful Burial in Roman Egypt</i> . 139-174.
F 13	Egyptians, Greeks, Romans, Jews Lewis, <i>GPE</i> 37-45, 88-103 ("The Engineer Kleon" "Cavalry Officer Dryton and His Family"); Rowlandson, <i>W&S</i> Archive C, 105-112
M 16	Egyptians, Greeks, Romans, Jews Lewis, <i>GPE</i> 104-139 ("Menkhes, Village Clerk" and "Dionysios son of Kephalas")
W 18	Egyptians, Greeks, Romans, Jews Lewis, <i>ERR</i> 18-32 ("Classes and Masses"). Kasher, "The Civic Status of the Jews in Ptolemaic Egypt," in <i>Ethnicity in Hellenistic Egypt</i> , 100-121.
F 20	Conflict and Resistance Lewis, <i>ERR</i> 196-207 (Fumaroles in the Pax Romana); Sorenson, "Native

	Reactions to Foreign Rule and Culture in Religious Literature” in <i>Ethnicity in Hellenistic Egypt</i> . 164-181.
M 23	The Egyptian Priesthood and Cult Centers Lewis, <i>ERR</i> , 84-100; Zabkar, L. <i>Hymns to Isis in Her Temple at Philae</i> 51-54, 107-114; Bagnall & Rathbone, 209-248.
W 25	Conversion Lewis, <i>ERR</i> , 100-106. “The Christianization of Egypt” in R. Bagnall, <i>Egypt in Late Antiquity</i> , 278-88; “Martyrdom of Paese and Thecla” in <i>Four Martyrdoms from the Pierpont Morgan Coptic Codices</i> , ed. E.A.E. Reymond and J.W.B. Barns (Oxford, 1973) 151-184.
F 27	Monasticism Bagnall & Rathbone, 107-126, 174-182. Selections from the <i>Life of Pachomius</i> , in <i>Pachomian Koinonia</i> , vol. 1, ed. A. Veilleux (Kalamazoo, 1980), 23-52; and <i>Rules of Pachomius</i> , in vol. 2, ed. A. Veilleux (Kalamazoo, 1981), 141-167.
M 30	Paganism and Christianity in Conflict “Cyril and his Opponents” in Haas, C. <i>Alexandria in Late Antiquity</i> . 295-316; Selections from Besa, <i>Life of Shenoute</i> ; Shenoute, “Sermon Against Hieroglyphs” in D.W.Young, <i>Studies Presented to Hans Jakob Polotsky (East Gloucester, Mass, 1981) 348-60.</i>
W May 2	Personal Religion and Magic Meyer, M. and R. Smith. <i>Ancient Christian Magic</i> . 259-304. Betz, H.D. <i>The Greek Magical Papyri in Translation</i> . 152-172.
F 4	Egypt and the Imagination V. Denon, <i>Travels in Upper and Lower Egypt</i> , vol. 1, trans. A. Akin (London, 1803); available via google books; Preface (pgs. I-xx); Chapter 1, pgs. 23-27; Chapter 2 (pgs. 68-83) (Arrival in Egypt); Chapter 3, pgs. 84-113 (Alexandria) Mark Twain, <i>Innocents Abroad</i> (American Publishing Company, 1869) available via google books; Chapter 58, pgs. 618-632.
M 7	Second Hourly Exam
W 9	Workshop Papers
F 11	Workshop Papers
Sat May 21	FINAL PAPER DUE – 11 AM