

HIST 5285: Travel, Trade, and Tourism in the Ancient Mediterranean, Spring 2020

Instructor: Dr. Nadejda Williams
Class Delivery Method: 100% online
Office Location: TLC 3239
On-campus Office Hours: Th 3:30-5:30 pm and by appointment

Telephone (cell): 678-554-7765
Telephone (office): 678-839-5370
Online/Phone Office Hours: MWF 11:00am-2:00pm and by appointment
Westga email: nwilliam@westga.edu

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

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COURSE INFORMATION

Course Description

People in the Ancient Mediterranean World had a love-hate relationship with travel. On the one hand, they romanticized great travelers and adventurers, such as the mythological hero Heracles, whose twelve labors took him to the edges of the known world, and the epic hero Odysseus, whose struggles to return home after the Trojan War inspired one of the greatest epics ever composed. On the other hand, as the travels of Heracles and Odysseus show as well, travel was notoriously risky, both because of the challenges of the elements, and also because of such threats as pirates and robbers. Finally, not everyone *chose* to travel. Staying rooted in one place was the preferred state of existence in city-states and societies where citizenship or full social and political acceptance could only be acquired by virtue of birth. Famine, war, slavery, and exile for political reasons were just a few of the reasons for which people may have been forced to leave their ancestral homes.

In this class, we will explore the various reasons why people in the Ancient Mediterranean traveled, and the ways in which their travels influenced the course of ancient history. After all, travel did more than merely bring people from one place to another, and that is why the themes of trade and tourism are integrally connected to the broader idea of travel. Travelers brought new ideas into conversation with each other, introduced new goods (e.g., food items and spices) to places that did not know them before, and sometimes created and at other times destroyed cities and nations throughout the Mediterranean world.

While this course is a graduate-level section of a combined 4000/5000-level course, graduate students have a separate CourseDen page, and will essentially have their own seminar. My hope is that by interacting with each other in a smaller group setting, the graduate students will be able to go more in depth in discussing the material with each other.

REQUIRED TEXTS (Available on Amazon and in UWG Bookstore)

Author	Title	ISBN Number	Publisher
Emily Wilson/Homer	<i>The Odyssey</i>	978-0393356250	WW Norton & Co
Apuleius	<i>The Golden Ass</i>	978-0199540556	Oxford World's Classics
Tony Perrottet	<i>Pagan Holiday: On the Trail of Ancient Roman Tourists</i>	978-0375756399	Random House Trade Paperbacks
Robin Lane Fox	<i>Alexander the Great</i>	978-0143035138	Penguin
Peregrine Horden and Nicholas Purcell	<i>The Corrupting Sea: A Study of Mediterranean History</i>	978-0631218906	Wiley-Blackwell
Herodotus/Robert Strassler	<i>The Landmark Herodotus: The Histories</i>	978-1400031146	Anchor Books

Additional readings are posted on CourseDen.

Course Objectives and Learning Outcomes

Upon successful completion of this course, you will have acquired the ability to do the following:

1. To demonstrate a broad familiarity with the primary sources on travel, trade, and tourism in the Ancient Mediterranean
2. To demonstrate knowledge of historiography of the class topic (meaning, the trends in the scholarship on the topic), and the changes in this historiography over time
3. To conduct historical research
4. To formulate and defend a historical argument

Assignments and Grading Criteria

Assignment name	Description	Due Date	Weight
Weekly Online Discussions	<p>Since this is an online graduate seminar, class discussions are key to ensuring that we all learn through discussing crucial aspects of that reading together. I will post several questions each week that I would like us to discuss as a group. You will always have the option, in addition, of posting your own question that you would like to bring up to the rest of the group, and proposing your opinion about it. In grading the discussions, I will look both at the quality of your own main post for the week, and the quality and quantity of your responses to your classmates. For more details, please see below. <u>You will be able to drop your TWO lowest discussion grades at the end of the semester.</u></p>	Initial post each week is due by Tuesday at midnight, and follow-up posts are due by midnight on Saturday.	30%
Article Reaction Paper	<p>Each student will write a 3-5 page reaction paper on James Redfield's article "Herodotus the Tourist." The paper would briefly summarize the article's argument, and would present your own thoughts about what it means for our understanding of Herodotus if we think of him as not only a historian, but a tourist at heart.</p>	02/01	10%
Book Review Papers	<p>Each student will write a 3-5 page book review of Robin Lane Fox's <i>Alexander the Great</i> and a 3-5 page book review of Tony Perrottet's <i>Pagan Holiday</i>. Please note that a good book review briefly summarizes the overall argument of</p>	02/29 and 04/11	20%

Assignment name	Description	Due Date	Weight
	a book, but focuses mainly on evaluating the strengths and weaknesses of the book's argument.		
Primary Source Analysis Papers	Each student will write two primary source analysis papers, 3-5 pages each, on Herodotus's <i>Histories</i> and Heliodorus' <i>Aethiopian Story</i> . These papers do NOT require any additional research outside of class, but expect you to consider in detail some aspect of travel, trade, and tourism that the chosen primary source covers.	02/15 and 03/07	20%
Final Essay	Each student will write a final exam essay on either a question provided OR a question of their choice (subject to approval by the professor).	04/28	20%

Grading turnaround time: Barring any outstanding circumstances or emergencies, I will grade all assignments within one week of the time when you submit them.

Grading Information and Policy

Your semester grade will be awarded in accordance with the following grading scale, keeping in mind that UWG does not recognize +/- grades.

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
< 60%	F

Please note that the way the class is set up, it is virtually impossible to fail if you turn in all of the assignments.

Rubric for Papers

The papers in this course will be graded in accordance with the following rubric, and awarded a total score out of 100:

	0-12	13-15	16-18	19-20
Quality of thesis statement	Unclear or absent	Weak	Very good	Excellent
Organization and clarity of argument	Unclear or absent	Weak	Very good	Excellent
Use of sources/quality of examples	Unclear or absent	Weak	Very good	Excellent
Analysis of examples	Unclear or absent	Weak	Very good	Excellent
Ability to write in standard English	Unclear or absent	Weak	Very good	Excellent

Grading expectations for Weekly Discussions:

In grading the weekly discussions, I will consider the following:

- Quality of your own response to the week's material – I will look for a clear argument in response to the week's question; specific examples from the readings to back up your points, sufficient development of the overall argument. The biggest sin at this level of study is vagueness – meaning, students often say something brief and stop there, instead of elaborating in detail and providing examples. Your own response accounts for 75% of the points for the weekly discussions.
- The quantity and quality of your comments for your classmates – For each weekly discussion, you will have to respond to at least two classmates, and part of your discussion grade is both the quantity and the quality of your responses. If you are writing less than a short paragraph in your response, you are probably not writing enough. Your responses should be substantive – meaning, they should advance the discussion, rather than just briefly agreeing or disagreeing with the original poster. Your responses count for 25% of the points for the weekly discussions. *Do not neglect the responses – if you write a perfect main post, but do not write response posts, the highest grade you can receive for that discussion is 75!*

Communication Rules

Class Communication:

Email is the fastest way to reach me, if you have a question or a concern. Unless I am in a work meeting or sleeping or dealing with a toddler tantrum, I will respond to your email very quickly – possibly within the hour. Please feel free to email me any questions or concerns at any time either at the regular UWG email or CourseDen email.

A note on email etiquette: I will always be courteous and professional in my correspondence with you, and expect the same of you. This means, you should address me as “Professor” or “Dr.” in your emails, as well as in person. “Mr.” or “Ms.” are not considered to be polite forms of address for your college professors.

Netiquette (or Online Etiquette):

As students in an upper-level history course, you are all professional academics in training, and that is how I will treat you in this course. This is also how I would like you to think of each other during your interactions in this course. I am sure that we will all disagree at various points about topics of discussion (and professional academics disagree quite frequently in their interpretation of evidence), but my goal is to make sure that all voices in this class are heard and respected. You do not have to agree with each other, but you do have to hear each other out, and be able to defend your own argument with the help of evidence, whenever disagreeing. On a related note, you do not have to agree with everything that I say, but again, I would like you to be able to ground your argument in evidence from the primary sources. If at any point you feel like you are not being respected, please do let me know! It is important for the success of the entire class that all of you will feel respected and included in the discussions.

Expected Response times:

Students can expect me to be in the online discussion at least three days during the workweek, and I will check in once during the weekend. Online discussions will be graded within 3 days of the due date and will contain feedback on what you did well and what you can do to improve. Other assignments will be graded within 7 days of the due date.

Class Schedule: Topics, Readings, and Written Assignments

Date week begins	Topics and Questions	Readings and Other Assignments Due
01/07	<p><i>Introduction: Travel, Trade, and Tourism as historical concepts</i></p> <ul style="list-style-type: none"> • How do we know what we know about travel, trade, and tourism in the Ancient World? • Why do people travel? 	<p><i>The Odyssey</i>, Introduction (Wilson, pp. 1-91)</p> <p><i>The Corrupting Sea</i>, Introduction and Part 1</p> <p><i>Discussion I</i></p>
01/14	<p><i>Myth as Window into Societal Preconceptions</i></p> <ul style="list-style-type: none"> • What do the stories about the travels of Odysseus tell us about assumptions regarding travel in the ancient world? • What are some challenges of travel? 	<p><i>The Odyssey</i>, Books 1-12</p> <p><i>The Corrupting Sea</i>, Part 2</p> <p><i>Discussion II</i></p>
01/21	<p><i>War and Homecoming</i></p>	<p><i>The Odyssey</i>, Books 13-24</p>

Date week begins	Topics and Questions	Readings and Other Assignments Due
	<ul style="list-style-type: none"> • What challenges did Odysseus face in his homecoming, and why? • Could Odysseus be considered a tourist? 	<p><i>The Corrupting Sea</i>, Part 3 (chapter VI)</p> <p><i>Discussion III</i></p>
01/28	<p><i>Herodotus: The Tourist-Historian</i></p> <ul style="list-style-type: none"> • In what ways does our perception of Herodotus as both a historian and a tourist impact our understanding of his historical methods? 	<p>Herodotus, Books 1-2</p> <p>James Redfield, "Herodotus the Tourist" (on CourseDen)</p> <p><i>Article Review paper due Saturday by midnight (no discussion this week!)</i></p>
02/04	<p><i>Nations on the Move, and the Persian Wars</i></p> <ul style="list-style-type: none"> • What was the impact of the war in progress on different nations/city-states in the Greek-speaking world, the Persian Empire, and beyond? • Why does Herodotus keep digressing to talk about civilizations other than the Greeks and the Persians? How do their various movements impact his story? 	<p>Herodotus, Books 4-5</p> <p><i>The Corrupting Sea</i>, Part 3 (chapter VII)</p> <p><i>Discussion IV</i></p>
02/11	<p><i>Heroes, Villains, and Travelers</i></p> <ul style="list-style-type: none"> • Who are the heroes and villains of Herodotus' <i>Histories</i>? In what ways do their decisions to travel or to stay repeatedly impact the course of Mediterranean history? 	<p>Herodotus, Books 7-8</p> <p><i>Analysis Paper I due Saturday by midnight (no discussion this week!)</i></p>
02/18	<p><i>Alexander the Great: The Tourist General</i></p> <ul style="list-style-type: none"> • According to Lane Fox, what were the chief influences on Alexander and his mission to conquer the known world? • In what ways might we consider Alexander to be a "Tourist General"? To what extent was Alexander's ambition to conquer accompanied by love of discovering the new and unfamiliar? 	<p>Robin Lane Fox, <i>Alexander the Great</i>, Preface and Parts 1-2</p> <p><i>Discussion V</i></p>
02/25	<p><i>Traveling to Lands Unknown</i></p> <ul style="list-style-type: none"> • What is the value of using Alexander as a case study for the broader 	<p><i>Alexander the Great</i>, Parts 3-4</p>

Date week begins	Topics and Questions	Readings and Other Assignments Due
	<p>themes of this class? What was the impact of Alexander on societal attitudes in his day towards travel, trade, and tourism?</p>	<p><i>Book Review on Alexander the Great due by Saturday at midnight (no discussion this week!)</i></p>
03/03	<p><i>Romanticizing Travel: The Genre of Romance Novels in the Roman Empire</i></p> <ul style="list-style-type: none"> • What are the catalysts for travel of different characters in the novel? • What real societal assumptions about travel can be seen in this novel? • What geographical locations are involved? What views about Africa does the novel present? 	<p>Heliodorus, <i>Aethiopian Story</i> (on CourseDen)</p> <p><i>Discussion VI</i></p> <p><i>Analysis Paper II due Saturday by midnight</i></p>
03/10	<p><i>Travel in the Age of Pax Romana I: The Spread of Early Christianity</i></p> <ul style="list-style-type: none"> • How did ideas and beliefs spread as a result of travel in the early Roman Empire? 	<p>Acts of the Apostles (any translation)</p> <p><i>The Corrupting Sea</i>, Part 4</p> <p><i>Discussion VII</i></p>
03/17	Spring Break! Enjoy your week off!	Read ahead, if possible!
03/24	<p><i>Travel in the Age of Pax Romana II: The Rise of Leisure/Luxury Tourism in the Roman World</i></p> <ul style="list-style-type: none"> • What are Perrottet's premises in this book? What methodology does he employ to recreate the experience of Roman tourism? What are the limitations of his approach? • What was the Appian Way, and what was its significance for Roman travel, trade, and tourism? 	<p><i>Pagan Holiday</i>, pages 1-101</p> <p><i>The Corrupting Sea</i>, Part 3 (chapters VIII-IX)</p> <p><i>Discussion VIII</i></p>
03/31	<p><i>Greece under Rome: Travel and Intersection of Cultures</i></p> <ul style="list-style-type: none"> • How did the Roman tourists perceive Greece and its history? • What was the nature of Greek and Roman medical tourism? 	<p><i>Pagan Holiday</i>, pages 105-233</p> <p><i>Discussion IX</i></p>
04/07	<i>Who were the Roman Tourists?</i>	<i>Pagan Holiday</i> , finish the book

Date week begins	Topics and Questions	Readings and Other Assignments Due
	<ul style="list-style-type: none"> Who were the Roman tourists? Did tourism in the Ancient Mediterranean have to be the purview of the wealthy? If most historians were tourists, does it mean that most tourists were historians? 	<i>Book Review on Pagan Holiday due by Saturday at midnight (no discussion this week!)</i>
04/14	<p><i>Traveling in the Roman Empire: Beyond the Pax Romana</i></p> <ul style="list-style-type: none"> What are the reasons that the various characters mentioned in the novel travel? What real societal beliefs and concerns do their experiences of travel reveal? What does the novel reveal about slavery in Roman society? In what ways does Apuleius challenge the narrative of travel and tourism that we read in Perrottet? 	<p>Apuleius, <i>The Golden Ass</i>, Books 1-7</p> <p><i>Discussion X</i></p>
04/21	<p><i>Conclusions: Continuity vs. Change in Travel from the Bronze Age to the Later Roman Empire</i></p> <ul style="list-style-type: none"> If Odysseus and Lucius were to meet, what would they talk about? What were the similarities and the differences in their experiences of travel? 	<p>Apuleius, <i>The Golden Ass</i>, Books 8-11</p> <p><i>The Corrupting Sea</i>, Part 5</p> <p><i>Discussion XI</i></p>
04/28	It's a wrap, folks!	Final Essay due by midnight

****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.

Late submissions policy: Out of fairness for your classmates, late assignments (discussions and papers) can only be accepted if you have a documented work, medical, or family emergency.

Expectations of Students

Course Structure:

this course is taught 100% online via CourseDen. You must make sure that you have regular access to the Internet and CourseDen to be able to keep up with the course. You will have something due every single week of the semester, and all of your deadlines fall at midnight on the same days. In the case of discussions, all discussion assignments are due on Monday (initial post) and Thursday (responses). All papers and the research bibliography are due on a

Saturday. Separate deadlines apply for the Game and the final project, so please check the syllabus schedule.

Course and UWG Policies

Attendance Policy: In order to distribute Title IV funding (federal student aid), UWG requires student attendance verification in all classes. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not submit any assignments during week 1 may be dropped from the class for non-attendance. Beyond the first week, regularly logging on to the class in CourseDen and pacing yourself to complete assignments on time is essential for your success.

Academic Dishonesty:

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

Americans with Disabilities Act Statement: If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the Dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support and Services for Students (Not all of these services are relevant for this particular class, but they may be resources for some of your classes this semester)

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
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Center for Disability https://www.westga.edu/student-services/counseling/accessibility-services.php	UWG Accessibility Statements for Technology https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f