

HIST 333-01 SUSTAINABILITY IN THE ANCIENT WORLD

THIS IS AN ONLINE ASYNCHRONOUS COURSE



(Stock photo, Microsoft Powerpoint)

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CATALOG DESCRIPTION

Examination of how the ancient world preserved its cultures and economies during times of war, climate change, disease, and the use/misuse of natural resources; social justice.

Grading: A-F or CR/NC (student choice).

Breadth Area(s) Satisfied: 3 units, *GE-UD-C - Upper Division Arts or Humanities, Overlay – Sustainability*

Strongly Recommended Preparation: Upper division status (greater than 60 earned semester units) and completion of lower division Area C requirements.

Prerequisites: Completion of GE Areas A1, A2, A3 and B4 with grade C- (CR) or better.

TECHNICAL REQUIREMENTS

This course is a totally online asynchronously. You will need to have access to a computer with document-making capabilities, along with a stable internet connection. You will also need a microphone and a camera (usually computers come with these) for your podcast and website assignments.

TECHNICAL SUPPORT INFORMATION

The course will be taught through Canvas, so if you need help with that, you can always ask me and if I can't help, then you should contact our Online University. I will also be providing you with detailed instructions on how to create podcasts and websites within our course shell. Please contact me if you are having any difficulties.

MY COMMITMENT TO INCLUSIVE AND ACCESSIBLE TEACHING AND LEARNING

I will do everything that I can to make sure you succeed in this course. Cal State East Bay is committed to creating inclusive and accessible classroom environments. This commitment extends to our explicit and implicit curriculum (i.e. the content and process of teaching and learning), which seeks to reflect the range of human diversity, including race/ethnicity, age, socioeconomic status, disability, sexual orientation, gender identity, culture, religion, immigration status, family structure, immigration experience, caste, and more.

MY DESCRIPTION

“History is not about dead people, ancient culture, races that disappeared, disregarded stone structures or dates that we have to commit to memory. Rather, it is about how these historical events have affected our daily lives. Without the past, there is no present and surely no future.”

--Wong Chu Wai

This is not your usual ‘write a large essay, take a midterm and final exam’ type of history course. While you will write, and there will be a few quizzes along the way, you will be learning not only about what happened (and why) in history regarding sustainability, but also how to use digital tools (podcasting, creating videos, creating websites) to teach others about what you are learning. These are skills that employers are actively looking for.

While sustainability is a hot topic in the modern world, it was also something that ancient people had to deal with. While they did not use our naming conventions (like sustainability or recycling), they certainly practiced sustainability—or they paid the price when they did not take care of the land. This is also an upper-level online asynchronous history course so you will be doing quite a bit of reading and analyzing sources, both primary (original writings from the time period we are studying and archaeology) and secondary (those written by modern scholars). Sometimes I forget that not everyone is a history major—so if I don’t explain something or make assumptions that you do not understand, please contact me as soon as possible!!!

MY ROLE AND FEEDBACK/GRADING TIME

I will provide you with all the course materials; do the grading and give you feedback within one week; respond to emails within 24 hours (maybe slightly longer on the weekends); and to interact with you in the Discussion Board. If you have a general question about the course, please post your question to the General Discussion board. I can, however, respond quicker if you send me an email. Please do not ask questions about your grades there as this is a public area.

COVID NOTE

Hi everyone, I realize we are all going through different things in terms of living through this period. I do spend time in the course every single day, even though I have recorded the lectures beforehand. A hard part about taking an asynchronous course is not being able to have contact

with you classmates. Sometimes this can be done through discussion boards, but I decided to include a number of peer review assignments to help with this. I also know that we must give each other allowances to get through this together. The point of all of this is to have open communication. I can't see you in a class. I can't hear if you are having trouble in the class—you have to tell me. I can sometimes guess by your grades and in that case, I will start emailing. Let me know if you are having any issues at all!!! Education is, in part, supposed to be fun and interesting. COVID makes these a challenge, but we can get through this together.

Finally, I want you to enjoy this class. You will have to work your way through it, but learning should still be fun!

STUDENT LEARNING OUTCOMES

Student Learning Outcomes - Upon successful completion of this course students will be able to:

1. Critically analyze ancient history through primary and secondary sources, art, architecture, and archaeology.
2. Compare and contrast various ancient cultures through the lens of sustainability
3. Utilize basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials
4. Create scholarship through the use of digital tools
5. Compare and contrast what happened in the ancient world with what is happening today
6. Write and speak clearly and persuasively about historical topic of Sustainability.

UD-C. Upper-division Arts or Humanities Learning Outcomes

1. demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in the arts and humanities;
2. analyze cultural production as an expression of, or reflection upon, what it means to be human; and
3. demonstrate how the perspectives of the arts and humanities are used by informed, engaged, and reflective citizens to benefit local and global communities.

Sustainability Overlay Learning Outcomes

1. identify the environmental, social, and economic dimensions of sustainability, either in general or in relation to a specific problem;
2. analyze interactions between human activities and natural systems;
3. describe key threats to environmental sustainability; and
4. explain how individual and societal choices affect prospects for sustainability at the local, regional, and/or global levels.

***Even though all these learning outcomes look separate, they are not—they are all connected throughout the course. I will provide out with an alignment map in Canvas.

We are a totally asynchronous online course and it is not self-paced: we will move forward week by week, with assignments due at regular intervals. A hard part of an online class is that you must make sure to leave yourself time to read, watch the lectures, do your assignments, and interact with your fellow classmates—in other words, you have to be self-motivated. A rule of thumb is that for every unit you take, you should spend 3 hours of work outside of class. You must set aside time to think about the course material, analyze it, and be creative with your discussions. If you are having trouble with time management, then imagine that you are taking this as an in-class course. Every week set aside 3 hours just for the lectures and readings and this should help. I also provide you with a Calendar, a check-list of tasks, along with weekly reminder videos. We have assignments due every week, so you must plan ahead.

You can take the Online Readiness Assessment at the following link (designed by another campus) ([link to the Online Readiness Assessment](#)) to see how ready you are to take an online course. While you can still take this course if you do not score well, it means you might have to spend a bit more time becoming familiar with online technology. Of course you can (and should!) contact me if you have any difficulties.

ONLINE (N)ETIQUETTE (BORROWED FROM
[HTTP://JOLT.MERLOT.ORG/VOL6NO1/MINTU-WIMSATT_0310.HTM](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm))

“*Netiquette* is a way of defining professionalism through network communication:

- Do not dominate any discussion.
- Do not use offensive language.
- Never make fun of someone’s ability to read or write.
- Use simple English.
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Be aware of the University’s Academic Honesty Policy.
- Think before you push the “Send” button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.”

Please watch the following video by Kid President (a star on YouTube) about being polite to each other and making the world a better place—it will be a great start to the way we will be treating each other in our discussions throughout the quarter. If you can’t see the link, you can find the [Kid President at this link](#).



COURSE MATERIALS

The J. Donald Hughes book (*Environmental Problems of the Greeks and Romans*. Johns Hopkins University Press; 2nd edition, 2014, ISBN-10 : 142141211X) is obviously all about Greece and Rome. We will spend 4 weeks on these two cultures but we will be reading Hughes throughout the semester. What Hughes has to say about Greece and Roman sustainability applies to other societies. And bonus: by the time we get to Greece and Rome you will be an expert on sustainability for these two regions!

Charles L. Redman's *Human Impact on Ancient Environments* (University of Arizona Press, 1999, ISBN-10 : 0816519633), while being an older book, is excellent and an easy read on the topic of sustainability.

Each week I will be giving you at least one required journal article (see list below). In many weeks I have given you more than one to read—**go ahead and skim these**. You should use these for your podcast/essay/video assignments. I will also list several totally optional articles. Read these if you are very interested in the topic and be sure to use them for your podcasts/video assignment. Again, these are totally optional! And be sure to examine their bibliographies as they can lead you to other sources.

Our library has many, many books (and some totally online books) and articles on our subject.

Note about website use for sources: In very few cases will you be able to use websites for sources for your podcasts/video assignments. Many are not written by experts and who knows where they received their information, so do not use websites for your sources unless you confirm them with me first. And before you contact me, I want you to use the [CRAAP test](#). You can use websites for your images, but be sure that they are copyright free and that you properly cite—you don't want to be sued!

COURSE REQUIREMENTS/ASSIGNMENTS (DUE DATES ARE IN THE WEEKLY CALENDAR BELOW)

All your assignments will be described in full in Canvas. I do want to point out that there are quite a few small assignments (like peer reviews or your introduction). I tried not to put a single assignment over 15% of your entire grade. Many of these are actually very short and won't take you very long. All the assignments found below will be turned in through Canvas.

Syllabus Quiz (1%)

Introduce Yourselfs discussion (1%)

Essay writing discussion board (1%)

Course Survey (Week 8) (1%)

One Adobe Spark Page 5%

2 Peer Reviews of Adobe Spark page (2% total)

2 Podcasts (500 words) First Draft 2.5% each (5% total)

2 podcasts (500 words) Final copies 8% each (16% total)

2 Peer reviews for podcast #1 (3%)

2 Peer reviews for podcast #2 (3%)

1 first draft for large essay. You will upload your first draft (6%)

2 Peer reviews for large essay (5%)

Large Essay (1500 words) 15%

1 Video using Spark Video 10%

3 quizzes 15% total, taken in Canvas (5% each)

Quizzes on assignment instructions taken in Canvas (5% total)

Reflective Essay (500 words) 7%

COURSE POLICIES:

GRADING SCALE:

I use the Gradebook in Canvas so you should be able to see individual grades and your overall grade as soon as I enter the information. All the grades are weighed grades (based on percentages and **not total points**). Please check your own grades in Canvas periodically to make sure that everything is correct. While the scale is unchangeable, I can (and sometimes do) raise a person's grade that is right on the edge (say, from a 92.8 to a 93). I will only do this **only** if you do all the assignments and there is an upward progress in the course.

I will also take off a percentage from the overall grade of an assignment if it is too short. For example, if I ask you to write an essay with 500 words, and you only give me 250, the absolute maximum grade you can receive is a 50% (250/500) since you only did 50% of the assignment.

Academic Symbols	Definitions	Grade (Quality) Percentage Earned
A	Excellent	93-100
A-	Excellent	90-92
B+	Good	87-89
B	Good	84-86
B-	Good	80-83
C+	Satisfactory	77-79
C	Satisfactory	74-76
C-	Satisfactory	70-73
D+	Poor	67-69
D	Poor	63-66
F	Failing	59 and below
CR	Credit	0.0
NC	No Credit	0.0

LATE/INCOMPLETE/COMPLAINT POLICIES:

*****If you are having difficulties (illness, death in the family) of course please contact me as soon as possible so that we can adjust any due-dates.*****

INCOMPLETE POLICY: I can only give an Incomplete for a course if 85% of the course assignments are finished AND if there is a documented emergency that happens towards the end of the quarter.

COMPLAINT POLICY: If you have any complaints about the course, please contact me first. If we cannot solve them, I highly recommend you contact the Head of Department, Prof. Bridget Ford, and she can help you with the complaint process.

GRADE APPEAL AND ACADEMIC GRIEVANCES:

If you wish to appeal your course grade at the end of the semester or have other academic concerns related to a course, please visit the [Grade Appeals and Academic Grievances](#) (GAAG) section of the catalog, which explains the process.

Speaking of grades—The History Department gives out some scholarship awards for History majors every year. I strongly encourage those of you who do well in your History courses to apply!!!

WEEKLY CALENDAR:

Because we are a totally online asynchronous course I will be recording your lectures and these videos will be embedded into the weekly folders. All are closed captioned.

I have divided the weeks into sections titled Watch, Read, Do, Prepare for. Hopefully these will keep you on track. I will also send out weekly reminders through Canvas too.

WEEK 1--A WEEK ON ACADEMIC WRITING AND RESEARCH

I want to start off our class by looking at the process of doing research—finding reputable sources, writing a thesis statement, and how to avoid academic dishonesty—even before we look at what sustainability is. I will have you read an article on sustainability in the ancient world as you go through this week.

Student Learning Outcomes for this week:

You will be able to:

- Identify the thesis statement of an article
- Create proper citations in Chicago Style
- Identify what academic dishonesty is and how to avoid it
- Access our library's databases to find academic sources for your essays

Watch: Welcome and Introduction to the Class videos

Watch: Academic Research and Writing video

Watch: How to create an outline/thesis/annotated bibliography

Watch: Citation 101 video

Watch: How to access materials in the library

Skim: the [CRAAP test](#) for evaluating websites

Read: Tainter, Joseph A. “*Collapse and Sustainability: Rome, the Maya, and the Modern World*” *Archeological Papers of the American Anthropological Association*, 24:1 (2014): 201-214. This is a good article to read to get the discussion going on what it is important to look at this through a historical sustainability lens.

Read: Hughes, Preface to pp. 24 (you can skim some of this when he gets to listing the various plants and animals of the Mediterranean).

Read: Hughes, Chapter 13 (Changing Climates)—this is a good introduction to the topic of this class.

Do: Introduce yourself on the Discussion Board

Do: Quiz on syllabus

Do: Intro assignment on writing/research. See our Canvas course as well as the Academic Writing and Research video for directions.

WEEK 2 FIRST THINGS FIRST: MODERN DEFINITIONS

This week we will be asking the following questions: What is sustainability in the historical context? How can we know what early communities of people did? What is the evidence? What are the benefits and pitfalls of this evidence? What can't it tell us? We will examine what sustainability is and why you can study it from the ancient world—it isn't just a modern topic! Here is a question to think about: did ancient people know about sustainability?

Student Learning Outcomes for this week:

You will be able to:

- Define what sustainability is
- Discuss what ancient people thought about sustainability
- Create your Adobe Spark page that will act as your website

Watch: Two lecture videos

Watch: How to create your Spark Page and Spark Video

Watch: [What is Sustainability by ACCIONA](#)

Watch: [Sustainability: definition with simple natural science](#)

Optional videos to watch:

[What is Sustainability?](#)

The YouTube channel [Sustainability Illustrated](#)

AND

[UN Sustainable Development Goals](#)

Read: Redman pp. xi-51

Read: Hughes, Chapter 4 “Concepts of the Natural World”

Do: Create your Spark Page and put the direct URL in the Google Sheet in this week's folder.

https://docs.google.com/document/d/1pNhk0AsUWX_k6uPKrFnPemMF82ezSzwW2mK3dI5UK4M/edit?usp=sharing

Prepare for: Start thinking the topic for Podcast #1. The rough draft is due in two weeks. Follow the format for putting together this assignment.

WEEK 3: SUSTAINABILITY PART III AND THE MYSTERY (?) OF EASTER ISLAND: AN EXAMPLE OF ECOLOGICAL COLLAPSE

This week we are going to jump right in and look at an interesting case in sustainability studies—that of Easter Island. Most people know that Easter Island contains these massive statues. But what kind of society built these? What happened to this society? By the time that Europeans landed on the island, there wasn't much of a society left. It turns out that the native peoples were dealing with issues in sustainability—or at least dealing with not taking care of their environment. It is a good case study to look at how not taking care of the environment can lead to problems with agriculture, the economy, and the social structure itself.

Student Learning Outcomes for this week:

You will be able to:

- Discuss what probably happened to Easter Island
- Compare and Contrast what happened to Easter Island to what is happening in the current world

Read: Brandt, Gunnar and Merico, Agostino. “The slow demise of Easter Island: Insights From a Modeling Investigation.” *Frontiers in Ecology and Evolution* 3:13, 2015:1-12.

Read: Foot, David K. “Easter Island: A Case Study in Non-sustainability.” *Greener Management International*, No. 48, Teaching Business Sustainability: Cases, Simulations and Experiential Approaches (Winter 2004/2005), pp. 11-20.

Read: Redman, pp. 53-74; 68-75; 81-95

Read: Hughes, Chapter 5 (Deforestation, Overgrazing, and Erosion)

Do: Peer Review #1 on 2 websites.

Do: Quiz on the Podcast assignment instructions

Do: Start working on your podcast #1 (rough draft is due next week)

Prepare for: Quiz #1, next week.

WEEK 4 PODCAST #1 ROUGH DRAFT/QUIZ #1 WEEK

No lectures or readings this week. Work on your assignments.

Do: Podcast #1 rough draft is due by Thursday. Be sure it is fully cited with a bibliography. See the rubric in Canvas. Put your essay in the upload folder AND in the Peer Review Discussion area. Do not record it yet!

Do: Peer Review of two rough drafts in the Discussion Board by SUNDAY.

Do: Quiz #1

WEEK 5 THE 8200 BP EVENT

It turns out that there are a few time points in ancient history where the climate has a definite impact on emerging cultures. One, titled “The 8200 BP Event” (before present, or before 1950), had an impact on Europe, North Africa, parts of Asia and parts of the Middle East. It goes back to a change in the Atlantic Ocean and an influx of cold water from Canada. We’ll take a look at how this impacted human society in these areas.

Student Learning Outcomes for this week:

You will be able to:

- Explain how the 8200 BP event affected the Mediterranean and beyond.

Read: Jean-Francois Bergera and Jean Guilaine. “The 8200 cal BP abrupt environmental change and the Neolithic transition: A Mediterranean perspective.” *Quaternary International* 200 (2009) 31–49.

Read: Hughes, Chapter 6 (Wildlife Depletion and Loss of Habitat)

Do: Make corrections to your podcast rough draft and upload final copy into the Upload Area by Sunday. Write a short note on the corrections you made at the end. Then record your podcast using Adobe Spark Video and upload that to your Adobe Spark page. Do not read the note about the corrections you made!

WEEK 6 THE NEOLITHIC

The Neolithic is (in my humble opinion) one of the most important time periods in human history. It is when people learned to farm and domestic animals. We will look at this period, focusing on Europe/central Asia, and land use in this region to see how these early “settled” people farmed and interacted with their environment. Later in the class we will look at more settled areas with urban centers (like Egypt, India, Rome, Greece, and Central America) to see how those people used/abused their natural resources in their quest to build their societies.

One question to think about: Neolithic people responded to climate change, but did they understand it?

Student Learning Outcomes for this week:

You will be able to:

- Evaluate the use of pollen (palynology) and charcoal in determining land/animal use in the ancient world
- Recreate and interpret a pollen/charcoal plot chart using data

Read: Redman, pp. 95-110

Read: Hughes, Chapter 7 (Agricultural Decline)

Read: Mecuri, Anna, et al. “From influence to impact: The multifunctional land use in Mediterranean prehistory emerging from palynology of archaeological sites (8.0-2.8 ka BP).” *The Holocene* 29:5 (2019): 830—846.

Optional Reading:

Weninger, et al., “Climate forcing due to the 8200 cal yr BP event observed at Early Neolithic sites in the eastern Mediterranean.” *Quaternary Research* 66 (2006): 401–420.

Massimo Caldara, Italo M. Muntoni, Girolamo Fiorentino, Milena Primavera, Francesca Radina. “A Hidden Neolithic Landscape in Apulia (Southern Italy),” in *Hidden Landscapes of Mediterranean Europe Cultural and methodological biases in pre- and protohistoric landscape studies Proceedings of the international meeting* Siena, Italy, May 25-27, 2007 Edited by Martijn van Leusen, Giovanna Pizziolo, Lucia Sarti. BAR International Series 2320 2011: 183-191.

Prepare for: Think about a topic for your essay (that will be turned into a video). The rough draft is due at the end of Week 9.

WEEK 7 ANCIENT EGYPT

If there is one region in the world where it is dependent on predictable river flow, it is Egypt. Their ancient (and modern!) civilization totally depends on the Nile River for its existence. This week we will look at the river and its effects on Egyptian society. We will do this by looking at geography, their use of the land (including mining), and take a look at some social justice issues in the New Kingdom that came up when the land was not producing like it normally did.

Student Learning Outcomes for this week:

You will be able to:

- Explain how social issues/problems were related to sustainability issues in New Kingdom Egypt

Read: Hughes Chapter 8 (Industrial Technology and Environmental Damage)

Read: SKIM!!! Butzer, K.W., *Early Hydraulic Civilization in Egypt: A Study in Cultural Ecology* (Chicago: University of Chicago Press, 1976) (found in our Canvas site for this week)

Read: J. Donald Hughes, “Sustainable Agriculture in Ancient Egypt,” *Agricultural History*, Vol. 66, No. 2, (Spring, 1992): 12-22.

Read: SKIM!!! Barbara Bell. “Climate and the History of Egypt: The Middle Kingdom,” *American Journal of Archaeology*, Vol. 79, No. 3 (Jul., 1975): 223-269.

Read: Justin D. Yeakel, Mathias M. Pires, Lars Rudolf, Nathaniel J. Dominy, Paul L. Koch, Paulo R. Guimarães, Jr. and Thilo Gross. “Collapse of an ecological network in Ancient Egypt.”

Proceedings of the National Academy of Sciences of the United States of America, Vol. 111, No. 40 (October 7, 2014): 14472-14477.

Optional Reading:

Manning, et al. “Volcanic suppression of Nile summer flooding triggers revolt and constrains interstate conflict in ancient Egypt.” *Nature Communications* 8 (2017): 1-9.

Richard W. Redding, “Egyptian Old Kingdom Patterns of Animal Use and the Value and the Value of Faunal Data in Modeling Socioeconomic Systems,” *Paléorient*, Vol. 18, No. 2 (1992): 99-107;

Do: Quiz on instructions for the essay.

Prepare for: Your essay. Think of a question you want to answer. Then start doing the research to answer your question. Follow the Format Document. Think of this essay as the ‘script’ for the documentary on your topic. Your essay will be the transcript for your video.

WEEK 8 QUIZ #2 WEEK

No lectures or readings this week. Work on your assignments.

Do: Quiz #2

Prepare for: Your essay assignment (which will be turned into your video). Rough draft is due next week. Be sure to include all your citations in your rough draft as you write! This will prevent accidental plagiarism.

WEEK 9 GREECE PART I

This week we will focus on early Greek history, and in particular, what is referred to as the Bronze Age. Greece, and many other civilizations, collapsed in a very short time period—was it because of climate change? How did the Greeks react to this?

Student Learning Outcomes for this week:

You will be able to:

- Evaluate the various theories for why Bronze Age Greece (and surrounding civilizations) fell

Read: Redman, pp. 110-117

Read: Hughes, Chapter 10 (Urban Problems)

Read: Kaniewski D, Van Campo E, Guiot J, Le Burel S, Otto T, et al. “Environmental Roots of the Late Bronze Age Crisis.” *PLoS ONE* 8(8), (2013): e71004, 1-10.
doi:10.1371/journal.pone.0071004

Read: Drake BL. “The influence of climatic change on the Late Bronze Age collapse and the Greek Dark Ages.” *Journal of Archaeological Science*, Volume 39, Issue 6, June 2012: 1862-1870

Read: (for a different view of this topic): Ian Armit, Graeme T. Swindles, Katharina Becker, Gill Plunkett and Maarten Blaauw. “Rapid climate change did not cause population collapse at the end of the European Bronze Age. *Proceedings of the National Academy of Sciences of the United States of America* , December 2, 2014, Vol. 111, No. 48 (December 2, 2014): 17045-17049

Do: Turn in rough draft for your large essay in the Discussion Board AND in the Upload folder by THURSDAY. Be sure that it is fully cited, with bibliography!

Do: Peer Review of two rough drafts in the Discussion Board by SUNDAY. Do these in the Discussion Board.

WEEK 10 ANCIENT GREECE PART II

This week we will continue with looking at ancient Greece, but this time in the Classical period.

Student Learning Outcomes for this week:

You will be able to:

- Discuss how the Classical Greeks dealt with land degradation and climate change

Read: Hughes, Chapter 11 (Paradise and Parks, Gardens and Groves)

Re-Read: Hughes, Chapters 5 and 7.

Read: Erika Weiberg, Ryan E. Hughes, Martin Finné, Anton Bonnier & Jed O. Kaplan. “Mediterranean land use systems from prehistory to antiquity: a case study from Peloponnese (Greece).” *Journal of Land Use Science*, 14:1 (2019): 1-20, DOI: 10.1080/1747423X.2019.1639836

Do: Upload your corrected essay, along with a short note at the end on how you incorporated the peer comments, into the upload folder. This essay will act as the ‘transcript’ for your video.

Do: Quiz on video instructions

Do: Take course survey (your participation is graded). The link can be found in our Canvas course.

WEEK 11 SPRING BREAK!

WEEK 12 ROME PART I

This week we finally arrive in Italy. This week we will focus on deforestation and water use and their impacts on the landscape and human behavior.

Student Learning Outcomes for this week:

You will be able to:

- Create a documentary video on a topic of your essay.
- Discuss the impact of human behavior on the environment in Italy.

Read: Hughes Chapter 12 (Natural Disasters)

Read: Nisbet, Renato. “Rapid Rivers, Slow Forests: Early Neolithic Charcoal from Northern Italy.” In *Unconformist Archaeology Papers in honour of Paolo Biagi*, edited by Elisabetta Starnini. *B.A.R. International Series* 2528 (2013): 3-13. (see especially page 10 on deforestation)

Read: Ortloff, C. R., and D. P. Crouch. “The Urban Water Supply and Distribution System of the Ionian City of Ephesos in the Roman Imperial Period.” *Journal of Archaeological Science* 28, no. 8 (August 1, 2001): 843–60. <https://doi.org/10.1006/jasc.2000.0604>.

Read: Bernabei, Mauro, Jarno Bontadi, Rossella Rea, Ulf Büntgen, and Willy Tegel. “Dendrochronological Evidence for Long-Distance Timber Trading in the Roman Empire.” *PLOS ONE* 14, no. 12 (December 4, 2019): e0224077. <https://doi.org/10.1371/journal.pone.0224077>.

Read: Fiorentino, G., M. Caldara, V. De Santis, D', C. Oronzo, I. M. Muntoni, O. Simone, M. Primavera, and F. Radina. “Climate Changes and Human-Environment Interactions in the Apulia Region of Southeastern Italy during the Neolithic Period.” *The Holocene* 23, no. 9 (n.d.): 1297–1316.

Optional Reading:

Lara O’Sullivan, Andrew Jardine, Angus Cook, and Philip Weinstein. “Deforestation, Mosquitoes, and Ancient Rome: Lessons for Today.” *BioScience* 58, no. 8 (2008): 756–760. <https://doi.org/10.1641/B580812>.

Lelle, Mark A., and Michael A. Gold. “Agroforestry Systems for Temperate Climates: Lessons from Roman Italy.” *Forest & Conservation History* 38, no. 3 (1994): 118–26. <https://doi.org/10.2307/3983919>.

Jones, Rick, and Damian Robinson. “Water, Wealth, and Social Status at Pompeii: The House of the Vestals in the First Century.” *American Journal of Archaeology* 109, no. 4 (2005): 695–710.

Here is a doctoral thesis you can look at in case you really want more information on water in Rome (Click on the link): Locicero, M. A., Faculty of Archaeology, and Archeologie Faculteitsbureau. *Liquid Footprints : Water, Urbanism, and Sustainability in Roman Ostia*. Doctoral Thesis, November 7, 2018. <https://openaccess.leidenuniv.nl/handle/1887/66792>.

Do: Video. This is due on Sunday. Please be sure that it is on your Adobe Spark page and that it plays! Be sure that your essay is also found by your video in your Spark Page (this makes your video accessible).

This week we will examine two items that had a massive impact on the growth of Rome: the growing of food and the use of mining. Of course we will look at the environmental impacts of these as well.

Student Learning Outcomes for this week:

You will be able to:

- Discuss the food distribution systems in Italy and their impacts on the environment
- Discuss the role of mining on the Roman economy and its impacts on the environment

Read: Chapter 14 (Environmental Factors in...)

Read: Lewis, P. R., and G. D. B. Jones. "Roman Gold-Mining in North-West Spain." *The Journal of Roman Studies* 60 (1970): 169–85. <https://doi.org/10.2307/299421>.

Read: "Greenland Ice Evidence of Hemispheric Lead Pollution Two Millennia Ago by Greek and Roman Civilizations" by Sungmin Hong, Jean-Pierre Candelone, Clair C. Patterson and Claude F. Boutron

Read: McConnell, Joseph R., Michael Sigl, Gill Plunkett, Andrea Burke, Woon Mi Kim, Christoph C. Raible, Andrew I. Wilson, et al. "Extreme Climate after Massive Eruption of Alaska's Okmok Volcano in 43 BCE and Effects on the Late Roman Republic and Ptolemaic Kingdom." *Proceedings of the National Academy of Sciences - PNAS* 117, no. 27 (2020): 15443–15449. <https://doi.org/10.1073/pnas.2002722117>.

Optional Reading:

Munro, Beth. "Recycling, Demand for Materials, and Land Ownership at Villas in Italy and the Western Provinces in Late Antiquity (5th-6th Century AD)." *Journal of Roman Archaeology* 25: 351-70. Accessed June 20, 2020.
https://www.academia.edu/3322108/Recycling_demand_for_materials_and_land_ownership_at_villas_in_Italy_and_the_western_provinces_in_late_antiquity_5th-6th_century_AD.

Do: Quiz on podcast instructions.

Prepare for: Working on your Podcast #2. The first draft is due next week.

WEEK 14 QUIZ #3/PODCAST ROUGH DRAFT WEEK

No lectures or readings this week. Work on your assignments.

Do: Informal Course Survey (your participation is graded!)

Do: Quiz #3

Do: First draft of Podcast #2 due on Thursday. Put your essay in the upload folder AND in the Peer Review Discussion area.

Do: Peer Review of two rough drafts in the Discussion Board by SUNDAY.

WEEK 15 AMERICAN SOUTHWEST –1 WEEK

While there are many places we could focus on in the American southwest, this week we will look at the Hohokam in the Phoenix River area. They built an amazing irrigation system that can tell us quite a bit about their society and the impacts it had on their environment.

Student Learning Outcomes for this week:

You will be able to:

- Evaluate the impact of the Hohokam irrigation systems on their society and on the environment

Read: Redman, 117-126

Read: Redman pp. 75-80

Read: Anderies, John M., “Robustness, Institutions, and Large-Scale Change in Social-Ecological Systems: The Hohokam of the Phoenix Basin.” *Journal of Institutional Economics* 2, no. 2 (August 2006): 133–151.

Read: Hill, J. Brett, Patrick D. Lyons, Jeffery J. Clark, and William H. Doelle. “The ‘Collapse’ of Cooperative Hohokam Irrigation in the Lower Salt River Valley.” *Journal of the Southwest* 57, no. 4 (2015): 609–74. <https://doi.org/10.1353/jsw.2015.0015>.

Read: Homburg, Jeffrey A., and Jonathan A. Sandor. “Anthropogenic Effects on Soil Quality of Ancient Agricultural Systems of the American Southwest.” *Catena (Giessen)* 85, no. 2 (2011): 144–154. <https://doi.org/10.1016/j.catena.2010.08.005>.

Optional Reading:

Pande, S., and M. Ertsen. “Endogenous Change: On Cooperation and Water Availability in Two Ancient Societies.” *Hydrology and Earth System Sciences* 18, no. 5 (May 14, 2014): 1745–1745.

Purdue, Louise E., and Jean-François Berger. “An Integrated Socio-Environmental Approach to the Study of Ancient Water Systems: The Case of Prehistoric Hohokam Irrigation Systems in Semi-Arid Central Arizona, USA.” *Journal of Archaeological Science* 53 (January 1, 2015): 586–603. <https://doi.org/10.1016/j.jas.2014.11.008>.

Tianduowa, Zhu, Kyle C. Woodson, and Maurits W. Ertsen. “Reconstructing Ancient Hohokam Irrigation Systems in the Middle Gila River Valley, Arizona, United States of America.” *Human Ecology* 46, no. 5 (October 1, 2018): 735–46. <https://doi.org/10.1007/s10745-018-0023-x>.

Wells, E. Christian. “The Archaeology of Environmental Change: Socionatural Legacies of Degradation and Resilience.” *Journal of Ecological Anthropology* 14, no. 1 (January 2010): 99–100. <https://doi.org/10.5038/2162-4593.14.1.9>.

Do: Make corrections to your podcast rough draft and upload final copy into the Upload Area by Sunday. Write a short note on the corrections you made. Then record your podcast and upload that to your Adobe Spark page. Be sure it plays there. Do not read the note about the corrections you made!

Prepare for: your reflection essay, due in Final Exam week.

WEEK 16 AZTECS/MAYANS

Our last week! This time we will look at what was happening in Central America with the Mayans and the Aztecs.

Student Learning Outcomes for this week:

You will be able to:

- Discuss the impacts the Mayans and the Aztecs had on their environment.

Do: Peer review of two Spark Pages by FRIDAY. Do this in the Discussion Board area. Incorporate the peer review comments you received by SUNDAY.

Do: The official course evaluation for the university.

Prepare for: Your reflection essay, due during Final Exam week.

Read:

<https://www.heritagedaily.com/2020/06/innovation-by-ancient-farmers-adds-to-biodiversity-of-the-amazon-study-shows/133792>

Read: Morehart, Christopher T ; Frederick, Charles. “The chronology and collapse of pre-Aztec raised field (chinampa) agriculture in the northern Basin of Mexico.” *Antiquity*, Vol.88 (2014-06-01): 531-548.

Read: Lentz, David L., Nicholas P. Dunning, Vernon L. Scarborough, and Liwy Grazioso. “Imperial Resource Management at the Ancient Maya City of Tikal: A Resilience Model of Sustainability and Collapse.” *Journal of Anthropological Archaeology* 52 (December 1, 2018): 113–22. <https://doi.org/10.1016/j.jaa.2018.08.005>.

Read: Lentz, David L., Nicholas P. Dunning, Vernon L. Scarborough, Kevin S. Magee, Kim M. Thompson, Eric Weaver, Christopher Carr, et al. “Forests, Fields, and the Edge of Sustainability at the Ancient Maya City of Tikal.” *Proceedings of the National Academy of Sciences of the United States of America* 111, no. 52 (2014): 18513–18.

Read: Isendahl, Christian, and Michael E. Smith. “Sustainable Agrarian Urbanism: The Low-Density Cities of the Mayas and Aztecs.” *Cities* 31 (April 1, 2013): 132–43. <https://doi.org/10.1016/j.cities.2012.07.012>.

Optional Reading:

“Ancient Maya Practiced ‘total War’ Well before Climate Stress,” August 5, 2019.

<https://www.nationalgeographic.com/culture/2019/08/ancient-maya-practiced-total-war-before-drought/>.

Fisher, C. T., H. P. Pollard, I. Israde-Alcantara, V. H. Garduno-Monroy, and S. K. Banerjee.

“A Reexamination of Human-Induced Environmental Change within the Lake Patzcuaro Basin, Michoacan, Mexico.” *Proceedings of the National Academy of Sciences* 100, no. 8 (April 15, 2003): 4957–62.

<https://doi.org/10.1073/pnas.0630493100>.

WEEK 17—FINAL EXAM WEEK

Student Learning Outcomes for this week:

You will be able to:

- Reflect on sustainability in the ancient world

Write a 500-word reflective paper on what you learned about sustainability in the ancient world. Here are a few things I want to see in this paper: Answer: Did the material you learned about change how you think about sustainability/climate change in the ancient world? Did the material make you think about what is happening in the modern world?

If you mention outside sources, be sure that you cite properly and include a bibliography. This is due on WEDNESDAY of Final Exam week.

DEPARTMENTAL STATEMENT

In keeping with Cal State East Bay [Campus Community Values](#), the Department of History is committed to creating welcoming learning environments and to swiftly addressing any student or faculty concerns about safety, inclusion, and equity. Please contact your professor or the chair of the Department of History, Professor Bridget Ford (bridget.ford@csueastbay.edu), when any concerns arise, and we will work together to resolve them as quickly as we can, sometimes by drawing upon the support of other campus offices, where appropriate. It is incumbent upon each Department of History faculty member, student, and staff person to ensure safe teaching and learning environments, with opportunities for all community members to undertake genuine, sincere historical inquiry. CSUEB’s Standards for Student Conduct apply in all Department of History courses.

ACADEMIC DISHONESTY

“By enrolling in this class the student agrees to uphold the standards of academic integrity described at <http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html>.” Academic Dishonesty, in any form, **will not be tolerated in this class**. The penalties for academic dishonesty are serious. If you are found to be guilty of plagiarizing or cheating, you WILL PROBABLY FAIL the ENTIRE class. I will also be turning in an official report to the university and you will be required to take a course on plagiarism. I will

attach your original paper/assignment to this report and it will be kept in your student file. If you have any questions on this matter, please do not hesitate to ask.

ACCESSIBILITY SERVICES

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. I can do whatever it takes to make sure you succeed in this class. Students with disabilities needing accommodation should speak with the Accessibility Services. You can contact the Student Accessibility Office at this number: 510-885-3868 or e-mail them at as@csueastbay.edu.

We will be using Canvas in this course. You can read Canvas's Accessibility Statement here [at the Canvas Site](#)

You can also find a direct link to the Accessibility Services on campus in our Canvas site in the tabs to your left.

STUDENT SERVICES

To access student services offered at Cal State East Bay, click on the [MyCompass](#) icon to get you to your one-stop online student support hub for information on academic advising, tutoring, financial aid, the library, the health center, technology support, career counseling, campus life, equity programs, and more.

EAST BAY CARES

If you are experiencing personal or academic challenges, including but not limited to food or housing issues, family needs, or other stressors, please visit the [East Bay Cares](#) team page to learn about resources that can help. If you feel comfortable doing so, please also let the instructor know you are experiencing challenges as they may be able to assist you in connecting with campus or community supports.

STUDENT CENTER FOR ACADEMIC ACHIEVEMENT (SCAA)

The SCAA is as a useful resource for students seeking further assistance with writing, tutoring, and getting general support. They can provide free tutoring, workshops, and other programs. They are located at **University Library UM** (Upper Mall). Tel: (510) 885-3674

Email: scaa@csueastbay.edu

You can also find a direct link to SCAA on our Canvas site in the tabs to your left. Of course, please see me first if you have having difficulties.

TITLE IX INFORMATION ON SEXUAL VIOLENCE AND HARASSMENT

California State University, East Bay does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. If you believe you have been sexually harassed or sexually abused by a professor, a staff member, or another student here at East Bay, please tell someone! Either come talk to me directly or talk to someone in the Title IX office.

Also, under federal law, Title IX prohibits sex-based discrimination in educational institutions, so your rights are protected such that any absences due to pregnancy, childbirth, or related medical

conditions must be excused and accommodated by your professors. If you are experiencing complications during pregnancy, contact [Accessibility Services](#) in order to obtain temporary accommodations. If you have been discriminated against for reasons related to pregnancy or childbirth, then you are eligible to [file a Title IX complaint](#). If you are pregnant, you are encouraged to discuss your situation with your instructor so you can receive the supports/accommodations legally due to you.

Their contact information is 510-885-4918, email title9@csueastbay.edu, and their office is 4702 Student Administration Office (SA).

EMERGENCY INFORMATION:

California State University, East Bay is committed to be a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, and terrorist attack) may be found at:

<http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html>

Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

IMPORTANT DATES

[Key university dates](#) (e.g., add/drop, withdrawal)

STUDENT CONDUCT

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. More information about community expectations for student conduct can be found at <http://www.csueastbay.edu/studentconduct/student-conduct.html>.

CAMPUS RESOURCES

- To access student services offered at Cal State East Bay, visit [MyCompass](#), your one-stop-shop for information on advising, tutoring, financial aid, and more.
- [Bay Advisor](#) is the online advising portal that undergraduate students use to find their advisor and make advising appointments. Graduate students should contact their major department directly for advising.
- SCAA stands for Student Center for Academic Achievement. Visit the [SCAA](#) website for more information on tutoring and other academic support services.
- The Office of [Financial Aid](#) provides information and support for students who are seeking financial aid and/or who have received financial aid awards.
- [Student Health and Counseling](#) provides individual and small-group appointments as well as other wellness related services.
- [University Libraries](#) provides 24/7 support for all your academic research needs.
- [Pioneers for H.O.P.E.](#) assists students who are experiencing food insecurity, homelessness, or other crisis situations.

- DISC stands for Diversity and Inclusion Student Center. Visit the [DISC](#) website for more information on their mission, services, and events.
- This link to [Student Equity and Success Programs](#) connects you with campus programs that focus on equity and success. These programs provide services and activities that support low-income, first-generation, historically underrepresented and underserved students.
- This link to [Student Life and Leadership](#) connects you to student government, student organizations, and additional campus resources to support you in your journey at Cal State East Bay.

LAND ACKNOWLEDGEMENT

We acknowledge that our department and the CSUEB campus is on the ancestral land of the Yrgin Chochenyo Ohlone People. We pay respects to the Ohlone people, past, present, and future. Please reflect on the history of the lands and waterways where we gather together, and the legacies of colonization that have led us to this moment. Let us consider our roles in reconciliation, decolonization and allyship.

Learn more about the native peoples of the Bay Area:

<https://www.csueastbay.edu/museum/virtual-museum/native-california/5-gen/tribal.html>

Learn more about this land and how to directly support Ohlone people by paying a Shuumi Land Tax: <https://sogoreate-landtrust.org/>