

General Information

Course Bulletin Listing/Subject Area	Classics
Fiscal Unit/Academic Org	Greek & Latin - D0509
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	3202
Course Title	Slavery in the Greco-Roman World
Transcript Abbreviation	SlvryGreco-RomWrld
Course Description	Study of slavery as an institution and ideology of ancient Greece and Rome, including its importance in the ancient family, economy, and culture.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.1200
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	This course will contribute to the development of necessary critical thinking skills in encouraging a better understanding of slavery, its effects, and its consequences on both ancient and modern cultures.
Sought concurrence from the following Fiscal Units or College	History

Requirement/Elective Designation

General Education course:

Culture and Ideas; Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Slave Trade
- Enslavement
- Classical Antiquity
- Ancient Family Studies
- Insurrection and Rebellion
- Ancient Social Conditions
- Unfree labor
- Violence
- Manumission
- Ideology

Attachments

- CL3202 Slavery in the Greco-Roman World RATIONALE.docx: Rationale
(Other Supporting Documentation. Owner: Kallis, Erica Joy)
- CL3202 Slavery in the Greco-Roman World SYLLABUS-1.docx
(Syllabus. Owner: Kallis, Erica Joy)
- CL3202 Assessment.docx: Assessment
(Other Supporting Documentation. Owner: Kallis, Erica Joy)
- CL2401 and 3202 History Concurrence.pdf: History Concurrence
(Concurrence. Owner: Kallis, Erica Joy)

Comments

- See 10-27 e-mail. *(by Vankeerbergen, Bernadette Chantal on 10/27/2011 02:15 PM)*
- Feedback from CCI Assessment subcommittee: a. Department should seek concurrence from History
b. Assessment plan does not evaluate the GE learning goals
c. Syllabus should use boilerplate GE language *(by Meyers, Catherine Anne on 07/28/2011 03:02 PM)*

COURSE REQUEST
3202 - Status: PENDING

Last Updated: Heysel,Garett Robert
12/08/2011

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kallis, Erica Joy	05/10/2011 09:56 AM	Submitted for Approval
Approved	Graf, Fritz	05/10/2011 12:22 PM	Unit Approval
Approved	Williams, Valarie Lucille	06/14/2011 07:49 AM	College Approval
Revision Requested	Meyers, Catherine Anne	07/28/2011 03:02 PM	ASCCAO Approval
Submitted	Kallis, Erica Joy	10/19/2011 02:46 PM	Submitted for Approval
Approved	Kallis, Erica Joy	10/19/2011 02:51 PM	Unit Approval
Approved	Heysel, Garrett Robert	10/22/2011 09:57 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/27/2011 02:15 PM	ASCCAO Approval
Submitted	Kallis, Erica Joy	12/07/2011 10:27 AM	Submitted for Approval
Approved	Kallis, Erica Joy	12/07/2011 10:27 AM	Unit Approval
Approved	Heysel, Garrett Robert	12/08/2011 08:48 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay	12/08/2011 08:48 PM	ASCCAO Approval

CL 3202 *Slavery in the Greco-Roman World*

Professor XXX

Department of Greek and Latin

Ohio State University

Professor's Office Hours: Tuesdays 9:00–10:00 a.m.

Oval Mall 226

Phone:

E-mail:

Web: (includes Essay Writing Guidelines)

Description. Slavery was a fundamental component of the ancient family, economy, and society. Scarcely any classical author wrote without some reference to the institution. Many scholars today consider slavery the key to an understanding of what life in the ancient world was like. The purpose of this course is to consider the implications of classical antiquity as a slave society. In what ways was slavery integrated into Greek and Roman family structures, religion, philosophy, and culture? Was the institution questioned or attacked as immoral? How did ancient Jews and Christians react to slavery? Is ancient comparable to its modern forms, such as in the American South? Can the categories of "race" and "class" aid in our interpretation? Attempts to answer these questions have sparked considerable controversy among scholars in recent years. This course will join in this debate and examine how slavery functioned in Greece (fifth- and fourth-century B.C.E. Athens) and Rome (late Republic and early Empire), with due attention to the primary sources, in translation, and their difficulties.

GEC Requirement: This course meets the general principles of the model curriculum for the following GEC categories:

1) Arts and the Humanities, "Cultures and Ideas" Category

3) Historical Study

Goals/Rationale for GEC Requirements

The University's Goals and Learning Outcomes for **Arts and the Humanities** are as follows:

Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.

3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings

For **Ideas and Cultures** the Learning Outcomes are further specified as follows:

(3) Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The University's Goals and Learning Outcomes for **Historical Study** are as follows:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

General Education (GE) Report and General Assessment Plan

The course addresses the learning outcomes of two categories within the General Education: Breath (Arts and Humanities: Culture and Ideas); and Historical Study.

The course readings and assignments address the learning outcomes of Cultures and Ideas in the following ways:

The issue of slavery remains a testing ground for social theory and hence for the presumed "progress" in creating better paradigms to understand slave-holding values and anxieties about living with people forcibly held in bondage. This course will meet the Cultures and Ideas expected learning outcomes by teaching the student to approach a phenomenon like ancient slavery through the problems it evokes for modern interpreters. To this end, students will learn and evaluate the modern academic debates about ancient slavery. Students will also read a wide range of primary sources—archaeological remains, inscriptions, ancient letters, poetry, drama, art, histories, biographies, and moral

exhortation literature—in order to critically assess the diverse range of beliefs, expressions, and ideas about slavery in classical culture.

The course readings and assignments address the learning outcomes of Historical Study in the following ways:

Students will acquire a perspective on ancient society through the study of an institution that fundamentally shaped the human activity of the past. The volume and polemical ferocity of work on the history of ancient slavery are striking features of contemporary historiography. In this way, the study of slavery is an excellent testing ground for students to learn the difference between primary and secondary sources in the construction of human knowledge: How to do history, how to construct facts from primary evidence, and how to critically evaluate change over time and competing interpretations of the past. The course will also teach basic "textbook" knowledge about Greece and Rome, a historical context in which to develop a foundation for future comparative understanding of slavery as a phenomenon of Western civilization up to the modern era.

The course will be assessed in the following ways:

1. Class Attendance and participation, with class participation and/or use of office hours improving final grade. The goal of rewarding class participation is to encourage active rather than passive learning.
2. *Two essays.* One is a short (2–3 page) essay on a particular text or image of slavery in a primary source. The second is a longer (5–7 page) research paper that must use both secondary and primary sources. The writing assignments, therefore, builds on each other in developing essential research and writing skills. Together, the papers evaluate students' abilities to identify and critically assess the primary evidence, and to test hypotheses about its significance. A sample assignment might be: "What reasons do ancient authors give for the cause of the Spartacus slave rebellion? Why should we believe these sources? Was

Spartacus's revolt an early attempt to abolish the institution of slavery? Why or why not?"

3. Two tests, and a Final Examination. The examinations will contain objective questions (multiple choice, identification of passages), vocabulary terms to define, and essay questions. Sample vocabulary terms include *manumission* and *familia*. A sample essay question might be: "In what specific ways did urban slavery differ from agricultural slavery in ancient Rome?" Another one might be: "Compare and contrast the definitions of slavery in Aristotle's theory and Roman law."

Required Textbooks:

- Bradley, Keith. Slavery and Society at Rome. Cambridge: Cambridge University Press, 1994.
- Finley, M. I. Ancient Slavery and Modern Ideology. Rev. Ed. Markus Weiner Publishers, 1998.
- McCarthy, Kathleen. Slaves, Masters, and the Art of Authority in Plautine Comedy. Princeton University Press, 2000.
- Fitzgerald, William. Slavery and the Roman Literary Imagination. Cambridge University Press, 2000.
- Harrill, J. Albert. Slaves in the New Testament: Literary, Social, and Moral Dimensions. Fortress, 2006.
- Wiedemann, Thomas. Greek and Roman Slavery. Routledge, 1989.

Library Resources: Please consult the reference works below when you want to understand something in depth from the readings and lectures.

- The Historical Encyclopedia of World Slavery, edited by Junius P. Rodriguez (Santa Barbara, CA: ABC-CLIO, 1997).
- Oxford Classical Dictionary, 3d ed., edited by Simon Hornblower and Anthony Spawforth (New York: Oxford University Press, 1996).
- The Cambridge World History of Slavery: Volume 1, The Ancient Mediterranean World, edited by Keith Bradley and Paul Cartledge (Cambridge University Press, 2011)

Requirements:

1. Class Participation, including answering the weekly discussion questions.
2. Research Paper (8–10 pages). Topic and Bibliography due in class beforehand.
3. Final Examination
4. At least one (1) visit to professor's Office Hours.

Grading:

- 1/3 Class Participation
- 1/3 Research Paper
- 1/3 Final Examination

SCHEDULE OF READINGS AND LECTURES

Week 1: Introduction to the Course. History outline, terms. What is slavery?

Readings: Bradley, 1–30; Wiedemann, 1–13.

Week 2: "Classical" Slavery — The primary sources, their nature and the difficulties. The slave as property. Aristotle's theory of "natural" slavery, and definitions in Roman private law.

Readings: Wiedemann, 15–21, 78–91, 233–236.

Week 3: Ancient Economy and society — origins, sources, and labor in antiquity; the number and position of slaves in Greece and Rome; "class, *ordo*, status."

Readings: Finley, chap. 2; Wiedemann, 106–21.

Week 4: Slaves and Masters, part I — The Roman *familia*, the place of slaves and the place of children; Roman obsession for social hierarchy; urban vs. rural slavery.

Readings: Bradley, 47–80; Terence, The Brothers 1; Cicero, The Republic 3; Seneca, On Mercy 1; Tacitus, Annals 14 and Dialogue 28–29; Wiedemann, 64–65, 68–69, 70–72, 166.

Week 5: Slaves and Masters, part II — The treatment of slaves in society and in philosophical discourses. Focus on Stoicism.

Readings: Bradley, 113–37; Wiedemann, 175–77, 182–86, 224–32, 236–43; McCarthy, 3–34.

Week 6: Slaves in the Ancient family.

Readings: McCarthy, 35–121; Fitzgerald, 1–12.

Week 7: Slaves in Greco-Roman Literary Imagination. Comedy and tragedy.

Readings: McCarthy, 122–214; Fitzgerald, 13–86.

Week 8: Release from Slavery — Greek paramone contracts, Roman manumission forms and citizenship, imperial freedmen.

Readings: Fitzgerald, 87–118; Bradley, chap. 3; Wiedemann, 41–42, 46–49, 51, 53–55, 57–60, 77, 92–93.

Week 9: Slave revolts, Spartacus

Readings, Bradley, Appendix B (pp. 145–46). Wiedemann, 199–223.

Week 10: Slaves in the Ancient Near East and Ancient Judaism

Readings: Deuteronomy 5–24; 1 Kings 2:39–46; 2 Samuel 16:5–14; 2 Kings 4; Amos 2 and 8; Proverbs 12, 22, 29–30; Ecclesiastes (Qoheleth) 2, 10; Sirach 7 and 33.

Week 11: Slaves in Early Christianity, part I

Readings: Bradley, chap. 1; Harrill, chaps. 1–3; Wiedemann, 191–92, 244–45.

Week 12: Slaves in Early Christianity, part II

Readings: Finley, chap. 3; Harrill, chaps. 4–7

Week 13: Modern Ideology and Ancient Slavery.

Readings: Finley, chap. 1

Week 14: Comparative studies, Slavery in the U.S. South.

Readings: Bradley, Epilogue (pp. 139–43); Fuller and Wayland, Domestic Slavery (photocopy)

Absences from Scheduled Classes or Exams:

Illness is usually the only acceptable excuse for absence in class. Other absences must be explained to the satisfaction of the professor, who will decide whether omitted work may be made up. *If there will be a problem with the exam dates, you must let me know NOW during the first week of class.*

NOTE: No use of laptop computers or cell phones in class.

Acceptance of Late Papers.

Written work is to be submitted on time, that is, handed to the instructor in class the day it is due. An essay assignment submitted after the end of class is late (by one day). Late papers will result in the loss of a step in grade for every day after the due date (e.g., a paper with the grade of B will become B– if one day late, C+ if two days late, and so forth). All essays must be submitted before the date of the final examination.

Grading Policy.

A 100-point scale is used, 10 points for each letter grade. An "A" indicates excellence of the highest quality. A "B" indicates above average work, meeting more than the minimum. A "C" indicates minimally doing the requirements of the course. In grading papers, I give a grade in the "B" range to papers I judge basically successful, and a grade in the "C" range to papers I judge basically unsuccessful. A paper will have to impress me strongly, one way or the other, to get a higher or lower grade. An "A" paper therefore will be a paper that is not merely good, but genuinely outstanding.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

CL 3202: Slavery in the Greco-Roman World

Rationale: The phenomenon of slavery informed virtually every aspect of the culture and society in the ancient world. Scarcely any classical author wrote without some reference to the institution, for example. Indeed, many historians today consider slavery to be the key to an understanding of what life in the ancient world was like. The purpose of this course is to consider the implications of classical antiquity as a slave society. In what ways was slavery integrated into Greek and Roman family structures, religion, philosophy, and culture? Was the institution questioned or attacked as immoral? How did ancient Jews and Christians react to slavery? Is ancient comparable to its modern forms, such as in the American South? Can the categories of "race" and "class" aid in our interpretation? Attempts to answer these questions have sparked considerable controversy among scholars in recent years. This course will join in this debate and examine how slavery functioned in Greece (fifth- and fourth-century B.C.E. Athens) and Rome (late Republic and early Empire), with due attention to the primary sources, in translation, and their difficulties. Consequently, the course will contribute to the development of necessary critical thinking skills in encouraging a better understanding of slavery, its effects, and its consequences on both ancient and modern cultures. Currently, there is no similar course listed in the Greek and Latin department or in any other academic unit of OSU.

General Education (GE) Report and General Assessment Plan

The course addresses the learning outcomes of two categories within the General Education: Breadth (Arts and Humanities: Culture and Ideas); and Historical Study.

The course readings and assignments address the learning outcomes of Cultures and Ideas in the following ways:

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3. *Two tests, and a Final Examination.* The examinations will contain objective questions (multiple choice, identification of passages), vocabulary terms to define, and essay questions. Sample vocabulary terms include *manumission* and *famila*. A sample essay question might be: "In what specific ways did urban slavery differ from agricultural slavery in ancient Rome?" Another one might be: "Compare and contrast the definitions of slavery in Aristotle's theory and Roman law."

CL 3202: Slavery in the Greco-Roman World

Course Assessment

GEC and Course-specific learning objectives for CL 3202 are summarized as follows:

1. Students will learn to discuss a survey of ancient texts (papyri fragments, Seneca's letters, Pliny, Roman comedy, Greek mime) as cultural monuments in themselves, in a non-judgmental and non-evaluative setting.
2. Students will learn general principles and strategies of literary and historical analysis through which they can come to appreciate these texts as the cultural product of a particular place, time, and genre.
3. Students will develop an enhanced ability to engage in cross-cultural cross-temporal comparison.
4. Students will acquire a basic understanding of another historical period, of its values and limitations.
5. Students will develop their critical and analytic abilities, as well as work on the clarity and precision of their writing.

Methods:

Data: An assessment of whether the above-mentioned objectives are in fact realized in the course is most easily and effectively made through an examination of the work students are actually required to do for the course. Their responses, e.g., to specific exam questions, such as comparisons drawn from different cultural-historical periods, can demonstrate their ability to think critically and to engage in cultural comparison. All exams will consist in part of questions that require extended interpretation of course material, which will allow assessment of students' progress toward objectives 1 and 3. Both essays will test students' critical and analytic abilities, the second in particular allowing for an assessment of the progress each individual student has made in critical and analytic processes in the course of the semester. With both the exams and the papers a random sampling of 10% of both the exams and the papers should provide an adequate assessment of whether the course is in fact living up to its goals. The random sampling will be photocopied and provided to the Teaching, Technology and Assessment Committee for examination, and the instructor(s) will act on the advice of the committee in evolving the course components.

----- Forwarded message -----

From: **Rosenstein, Nathan** <rosenstein.1@osu.edu>

Date: Wed, Nov 30, 2011 at 10:17 AM

Subject: Letter of Concurrence

To: "Benjamin ACOSTA-HUGHES (acosta-hughes.1@osu.edu)" <acosta-hughes.1@osu.edu>

Cc: "Hahn, Peter" <hahn.29@osu.edu>, "Jane Hathaway (kostebek24@yahoo.com)" <kostebek24@yahoo.com>

Dear Ben,

I am sorry to be so tardy in sending along the History Department's response to Classics' request for concurrence for its proposed courses CL 3202 and CL 2401. Unfortunately, our Undergraduate Studies Chair, Jane Hathaway, is out of commission for a few weeks and I have had to take over as acting chair, so it's been a bit of a scramble for me to get on top of things.

So, on behalf of the Department of History, I am writing to express our support for CL 3202, *Slavery in the Greco-Roman World*. We fully endorse your request for its approval.

Regarding CL 2401, *Introduction to the New Testament: History and Literature*, I'm afraid our support must be qualified. While we agree that this is a fine course and support its approval, we have serious reservations about the proposal to allow it to satisfy the new GE Historical Studies category. To judge from the syllabus, this course allots little if any time to a presentation of the social, to say nothing of the political, contexts within which Christianity arose and spread. It does not address social, political, and religious tensions in Judea during the late Hellenistic era or the early period of Roman rule, to say nothing of the broader, non-Jewish religious context of that era. It does not deal with the responses of the Roman government or non-Christians to the preaching of Paul and other apostles or with the vital question of what accounts for the success (such as it was) of the early Christian movement. The subject matter of the course, again going by the syllabus, consists almost entirely of a close reading of the New Testament. While this is certainly a worthy endeavor, there would hardly have time for the students to get a good introduction to historical method and analysis, except in a very narrow area of source criticism, etc. The History Department must therefore withhold its concurrence from the Classics Department's proposal to have GE Historical Studies credit awarded for CL 3202.

Best,

Nate Rosenstein

Vice Chair and Acting Undergraduate Studies Chair