

Term Information

Effective Term Spring 2013

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2214
Course Title Everyday Life in Greece and Rome
Transcript Abbreviation Life Greece & Rome
Course Description Comprehensive overview of all aspects of social life in ancient Greece and Rome. Sometimes this course is offered in a distance-only format.
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? Yes
Is any section of the course offered Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Recitation
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or permission of instructor
Exclusions none

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0103
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Explores new and different facets of Greek and Roman history. Adds a new, exciting course to an area of teaching strength in the department

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

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

- Greek and Roman social life
- Education
- Work and commerce
- Gender roles and relations
- Slavery
- Sexual behavior
- Eating
- Drinking
- Recreation
- Religious festivals
- The family

Attachments

- History Assessment Plan.doc: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)
- 2214.docx: History 2214--draft syllabus
(Syllabus. Owner: Breyfogle, Nicholas)

Comments

- In response to Heysel comment 6/20/12:
 - 1) removed the repetition of Academic dishonesty
 - 2) request approval for Spring 2013. The faculty member sponsoring this new course is planning to teach the course in Sp. 13. Also, this course is one of history's new courses for semesters that have been long in the approval process. deserves to be approved for Sp. 13
 - 3) changes made to syllabus in response to requests by Bernadette on 9/10 *(by Breyfogle, Nicholas on 09/26/2012 04:16 PM)*
- Please see e-mail to N. Breyfogle. *(by Vankeerbergen, Bernadette Chantal on 09/10/2012 01:20 PM)*
- Syllabus lists academic dishonesty policy two times - seems redundant. Also, any course submitted at this time cannot be considered for AU12 without a compelling appeal. *(by Heysel, Garrett Robert on 06/20/2012 08:58 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle, Nicholas	05/29/2012 02:48 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	05/29/2012 02:48 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	06/20/2012 08:58 PM	College Approval
Submitted	Breyfogle, Nicholas	08/31/2012 01:43 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	08/31/2012 01:43 PM	Unit Approval
Approved	Heysel, Garrett Robert	08/31/2012 09:19 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/10/2012 01:21 PM	ASCCAO Approval
Submitted	Breyfogle, Nicholas	09/26/2012 04:17 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	09/26/2012 04:17 PM	Unit Approval
Approved	Heysel, Garrett Robert	10/10/2012 12:04 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	10/10/2012 12:05 PM	ASCCAO Approval

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1) Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

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.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

- 2) Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context
6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

- 3) Both the GE and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in places outside the United States.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical

differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**History 2214:
Everyday Life in Greece and Rome**

Prof. Tina Sessa, Department of History
332 Dulles Hall, X-2724
sessa.3@osu.edu
3 Credit Hours

Course Description and Goals

This introductory level course leads students on a critical tour of daily life in ancient Mediterranean societies from approximately the eighth century BC to the second century AD. It is designed as a comparative class and asks students to contrast the everyday experiences of soldiers, officials, priests, husbands, wives, slaves, peasants, and children in Greek and Roman contexts. The fourteen week semester is divided into seven units, each covering a different subject: Historical background; family, gender, and sexuality; government; work and wealth; religion and magic; warfare and military life; and entertainment and leisure. Students spend two weeks on each subject, the first dedicated to Greek sources, the second to Roman. This course is also designed to encompass a weekly recitation with a Teaching Assistant. During these weekly meetings, students will explore the assigned primary (ancient) sources in fuller detail.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "Global Studies".

Historical Study GE Requirements:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military,

gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context

4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

Global Studies GE Requirements

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in Europe.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

Additional Goals:

In addition to these goals, this course also aims to help students develop the following skills:

- Mastery of basic factual knowledge of the major events, issues and personalities in the history of everyday life in the ancient Mediterranean world.
- An ability to think critically about historical issues regarding private life in antiquity and about the ways in which these issues have been interpreted.
- An ability to analyze primary historical documents (i.e. those written by the ancients) and to reach informed conclusions about these documents.

Pre-requisites:

English 1110.xx Pre- or co-requisite, or permission of instructor

Readings

All readings chosen from a variety of **primary and secondary sources** will be made available on Carmen for lectures. The reading for each lecture should be undertaken before the lecture in question.

A **primary source** is a text, inscription, artifact, or other remains that was created by a person living in the ancient world. Primary sources are the evidence upon which historians build their interpretations of the past. They give us access to the thought world and living conditions of ancient people.

A **secondary source** is a modern scholarly discussion and/or interpretation of the past. Secondary sources build on primary sources, but they were written in modern times and do not give us direct access to the thought world of ancient people.

Students will be requested to purchase four books for this course, with additional materials made available on Carmen.

General histories of Greece and Rome:

Joint Association of Classical Teachers (JACT), *The World of Athens*, 2nd ed., (Cambridge: Cambridge University Press, 2008)

P. Jones and K. Sidwell, *The World of Rome* (Cambridge: Cambridge University Press, 1997)

Primary Source Books (Readers) for Daily Life in Greece and Rome:

M. Dillon and L. Garland, *Ancient Greece: Social and Historical Documents* (London: Routledge, 2010)

J. Shelton, *As the Romans Did*, 2nd ed. (Oxford: Oxford University Press, 1998)

Assignments**Seven Quizzes**

(5 points each, total 35)

Students will take a short quiz (worth 5 points) at the end of the seven units covered in this course. These quizzes will test the student's comprehension of the reading and lecture material for that particular unit. They will consist of multiple choice, short answer questions, as well as identifications of key terms. The quizzes will be taken in the recitation sections and will be designed by the TA.

Midterm Exam

(25 points)

Students are required to take an in-class midterm. The midterm will consist of multiple choice and short answer questions, as well as a single short essay based on a passage from an assigned text. The essay will ask students to identify the passage (author, title, and approximate date) and to discuss the passage's historical significance within the context of the class. The midterm will cover material from the first seven weeks of class

Final examination

(40 points)

The final examination for this course will be cumulative. It will consist of a multiple choice/short answer section and a longer essay section. The essay section will ask students not only to synthesize course material and information presented in class, but also to analyze it in a critical and historical manner. Essay questions for the long essay section will be distributed in advance of the exam, and students will therefore be expected to present cogent responses that include a well-defined thesis as well as corroborating examples taken from class material. The more specific you can be with your examples (i.e. citing a specific document and/or author) the better you will do on this section of the exam. The final exam will cover material from the final seven weeks of the class.

Attendance, Grading and other Class Policies

Attendance: Attendance will be taken at every class meeting, and students are expected to attend each class. Each student is permitted TWO unexcused absences. Any student with three or more unexcused absences will see his/her final grade reduced by a full grade point.

Grading:

6 Quizzes	35%
Midterms	25%
Final Exam	40%

The following grading scale will be used:

A = 100-93	B+ = 89-87	C+ = 79-77	D+ = 69-67	E = 62-0
A- = 92-90	B = 86-83	C = 76-73	D = 66-63	
	B- = 82-80	C- = 72-70		

Students MUST complete all quizzes and exams for this course. **If you fail to complete one of the quizzes or midterm exam on the assigned date, you will be permitted to take it at the instructor's convenience. However, you will be penalized a full grade point (e.g. A to B),**

unless you have gained the instructor's permission in advance and can provide documentation for your absence. Exceptions will be made only in documented cases of illness or family emergency. It will be at the instructor's discretion to accept/refuse any documentation that a student may provide.

Attendance and Punctuality. Students are expected to attend every class, on time, and not to leave before the end of class. I also expect you to stay awake during lectures, and a sleeping student will be considered absent. More than two unexcused absences will result in the reduction of your final grade by a full grade point (eg. a B will become a C, etc.).

Academic Dishonesty. The work you submit to me must be your own. Any cases of plagiarism and cheating will be referred to the appropriate University Committee on 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/resource_csc.asp).

Enrollment. In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Cell Phones and Smart Phones. Please turn off cell and smart phones at the beginning of class.

All students with disabilities who need accommodations should see me privately during my office hours to make arrangements. Please do so by the third week of class. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Class Schedule and Readings

Key to Abbreviations:

AG = Dillon and Garland, *Ancient Greece*
WA = JACT, *World of Athens*
ATRD = Shelton, *As the Romans Did*
WR = Jones and Sidwell, *The World of Rome*

UNIT ONE: INTRODUCTION TO GREECE AND ROME

Week 1: Greece

1. Introduction to the Course: Review of Syllabus
2. The Greeks in History

WA 1-61

Week 2: Rome

1. From Republic to Empire: A Brief Political History of Rome

WR 1-49

2. Social Order at Rome

Shelton, *ATRD*, 123-8, 132-3

UNIT TWO: FAMILY, GENDER, SEX

Week 3: Greece

1. Athenian Society: People, Places, Values

AG 326-33; WA 61-88, 132-52, 153-62

3. Household, Gender, and Sexuality

AG 427-495; WA 162-77

Week 4: Rome

1. Social Order at Rome

Shelton, *ATRD* 4-15; 191-200

1. The Household

Shelton, *ATRD* 16-23, 37-55; 59-78
WR 208-234

UNIT THREE: GOVERNMENT

Week 5: Greece

1. The Making of Athenian Democracy

AG 102-65; WA 5-10

2. Democracy in Action

AG 333-52; WA 196-231

Week 6: Rome

1. Senate, People, and Emperor

Shelton, *ATRD* 263

Lewis and Reinhold, *Roman Civilization: Selected Readings, vol. II: The Empire* (3rd edition), 41-50, 167-73, 362 (#101) (*Carmen)

WR 83-112

2. Governing in the Provinces

Pliny, *Letters* 10.17a and 17b; 19; and 23 (*Carmen)

Shelton, *ATRD* 271-2; 275-83

WR 112-39

UNIT FOUR: WORK AND WEALTH

Week 7: Greece

1. Farming, Trade, and Commerce

AG 352-59, 377-91; WA 177-85,

2. Empire, Metics, and Slaves

AG 246-56, 359-77; WA 185-90, 232-43

Week 8: Rome

1. Wealth: Agriculture, Industry, Slaves

Shelton, *ATRD*, 123-27; 136-9; 143-4; 145-57, 164-175; 178-185
WR 181-207

2. The Ethics of Wealth and Social Status

Shelton, *ATRD*, 125, 134
Petronius, *The Satyricon*, pp. 51-91 (“Dinner with Trimalchio”)

UNIT FIVE: RELIGION AND MAGIC

Week 9: Greece

1. The Greeks and their Gods

AG 393-412; *WA* 89-110

2. Heroes and Magic

AG 412-426; *WA* 110-31

Week 10: Rome

1. Pagan Religions and Everyday Ritual Practices

Beard, North and Price, *Religions of Rome*, vol. 2: 231-3, 288-301. (*Carmen).

2. Daily Life among Christians and Jews

Justin Martyr, *Apologia* (selections) (*Carmen)
C. Hezer, *The Oxford Handbook of Jewish Daily Life in Roman Palestine* (Oxford: Oxford University Press, 2010), selections.

UNIT SIX: WARFARE

Week 11: Greece

1. Citizen Armies and Navies

AG 204-35; WA 244-75

2. The Peloponnesian War and its Aftermath

AG 281-325; WA 27-42

Week 12: Rome

1. The Army as Way of Life

Campbell, *The Roman Army* 79-87, 141-4, 193-7 (*Carmen)

2. Case Study of a Roman Military Town: Vindolanda (Britain)

Selected translated tablets from an on-line database: <http://vindolanda.csad.ox.ac.uk/>

UNIT SEVEN: ENTERTAINMENT AND LEISURE

Week 13: Greece

1. Art, Dining, Music

WA 329-59

2. Theater and Games

WA 276-329

Week 14: Rome

1. Dining and Food

Shelton, *ATRD* 79-85

Apicius, *The Roman Cookery Book* (selections) (*Carmen)

2. Games and Bathing

Lewis and Reinhold, *Roman Civilization* 140-9, 259-63, 269-7 (*Carmen)

Disability services:

“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 Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>