## Term Information

## General Information

| Course Bulletin Listing/Subject Area | Classics |
| :--- | :--- |
| Fiscal Unit/Academic Org | Classics - D0509 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 3205 |
| Course Title | Race, Ethnicity, And Gender in the Classical World |
| Transcript Abbreviation | Race in classical |
| Course Description | Ancient Greek and Roman writers were among the first in history to theorize and challenge the concepts <br> of face ethnicity, and gender on which their societies rested and to propose alternatives to them from <br> within the intellectual matrices of science, ethnography, and philosophy. This course is an introduction to <br> these concepts, and to the social and political practices that stemmed from them. |
|  | Fixed: 3 |

## Offering Information

Length Of Course
Flexibly Scheduled Course
Does any section of this course have a dista
education component?
Grading Basis
Repeatable
Course Components
Grade Roster Component
Credit Available by Exam
Admission Condition Course
Off Campus
Campus of Offering
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced

## Cross-Listings

Cross-Listings

## Subject/CIP Code

## Subject/CIP Code

16.1299

Subsidy Level
Intended Rank

Autumn 2022

## Fixed: 3

14 Week
Never
No
Letter Grade
No
Lecture
Lecture
No
No
Never
Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Requirement/Elective Designation

Race, Ethnic and Gender Diversity

## Course Details

## Course goals or learning objectives/outcomes

## Sought Concurrence

## Attachments

Classics 3205 GE-Foundation.pdf
(Other Supporting Documentation. Owner: Bacus,Adam Donavan)

- Classics Undergraduate Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Bacus,Adam Donavan)
- Classics 3205 Syllabus Revised 10.11.2021.docx: Revised syllabus. Revisions are in red.
(Syllabus. Owner: Bacus,Adam Donavan)


## Comments

Workflow Information

- Please see Contingency Feedback email sent 10/11/2021. (by Hilty,Michael on 10/11/2021 08:58 AM)
- This course will be an elective for the Greek, Latin, Greek \& Latin, and Ancient History and Classics concentrations. Currently, students in these concentrations in the program select elective courses form the Classical Humanities concentration, which will include the new proposed course CLAS 3205.

The department will like to make a request from the REGD Panel whether a concurrence from the Department of WGSS would be necessary for this course, since the course content examines how the concepts of race, ethnicity, and gender were theorized by Ancient Greek and Roman writers. (by Bacus,Adam Donavan on 09/30/2021 12:22 PM)

-     - Please remember that per OAA, new GE courses need to be available on all campuses. So please check them all off (or provide a rationale for why one or the other campus should not be able to offer the course). (by

Vankeerbergen,Bernadette Chantal on 08/25/2021 06:30 PM)

| Status | User(s) | Date/Time | Step |
| :---: | :---: | :---: | :---: |
| Submitted | Bacus,Adam Donavan | 08/24/2021 01:23 PM | Submitted for Approval |
| Approved | Kaldellis,Anthony | 08/24/2021 02:16 PM | Unit Approval |
| Revision Requested | Vankeerbergen,Bernadet te Chantal | 08/25/2021 06:30 PM | College Approval |
| Submitted | Bacus,Adam Donavan | 08/26/2021 08:17 AM | Submitted for Approval |
| Approved | Kaldellis,Anthony | 08/26/2021 08:19 AM | Unit Approval |
| Approved | Vankeerbergen,Bernadet te Chantal | 09/13/2021 12:02 PM | College Approval |
| Revision Requested | Hilty,Michael | 09/27/2021 01:39 PM | ASCCAO Approval |
| Submitted | Bacus,Adam Donavan | 09/30/2021 12:22 PM | Submitted for Approval |
| Approved | Kaldellis,Anthony | 09/30/2021 01:06 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadet te Chantal | 09/30/2021 06:20 PM | College Approval |
| Revision Requested | Hilty,Michael | 10/11/2021 08:58 AM | ASCCAO Approval |
| Submitted | Bacus,Adam Donavan | 10/11/2021 01:25 PM | Submitted for Approval |
| Approved | Kaldellis,Anthony | 10/11/2021 01:28 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadet te Chantal | 10/13/2021 10:29 AM | College Approval |
| Pending Approval | Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadet te Chantal Steele,Rachel Lea | 10/13/2021 10:29 AM | ASCCAO Approval |

SYLLABUS: CLASSICS 3205
RACE, ETHNICITY, AND GENDER IN THE CLASSICAL WORLD
Autumn 2022

## Course overview

## Classroom information

Format of instruction: in person lecture and discussion
Meeting Days/Times: Tuesdays-Thursdays 2:20-3:40 pm
Location: 490 Marathon Hall

## Instructor information

Instructor: Sophia Degrecia
Email address: classics@osu.edu
Phone number: 614 292-2744

## Course description

Ancient Greek and Roman writers were among the first in history to theorize and challenge the concepts of race, ethnicity, and gender on which their societies rested and to propose alternatives to them from within the intellectual matrices of science, ethnography, and philosophy. This course is an introduction to these concepts, and to the social and political practices that stemmed from them. Ancient notions, after all, continue to shape modern debates, given the foundational role of the classics in many areas of ideological interest. Specifically, this course will examine how notions of ethnic or racial difference were embedded in, or maintained by, forms of imperial rule, especially in the Roman empire; how gender was theorized by Greek intellectuals but also used as a basis for exclusion of women from the political sphere at Athens; and how various theorists pushed back against or challenged dominant ideas in these areas, even if that did not lead to lasting social change (e.g., by Herodotos in the realm of ethnicity, and Plato and Aristophanes in the realm of gender). Students will learn how to analyze the relevant concepts, but also how to study them against the background of social practice and the intellectual goals of ancient authors. The goal will be for students to understand how notions about such human taxonomies were socially constructed, used, and challenged.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- understand how different classical ideas about race, ethnicity, and gender emerged from different intellectual and political matrices of ancient thought
- correlate different theories of race, ethnicity, and gender to social practices of inclusion and exclusion, whether relating to citizenship in Athens and Rome or to imperial hegemony of one people over another
- recognize how different groups benefited from, or were oppressed or excluded by, these different ideas when put into practice
- grasp the power of intellectual critique to challenge dominant notions and carve out spaces of inclusion, even if only liminal ones, in the domains of philosophy and literature


## General Education

## GE Category: Race, Ethnicity and Gender Foundation

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

## Expected Learning Outcomes

1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
1.2 Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
1.4 Successful students are able to evaluate social and ethnical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

## Expected Learning Outcomes

2.1 Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.
2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.
2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course will hone students' analytical skills for thinking about race, ethnicity, and gender by asking them to identify and work with those concepts in a context that is at once familiar and radically different: classical antiquity. Students will be expected to understand how those concepts were defined differently and applied within societies organized very differently from our own: Athenian democracy and the Roman empire. How did they function to include and exclude people based on taxonomies of ethnicity and gender? How were different social groups impacted by these concepts? The course will also consider how ancient writers modulated or directly challenged the hierarchies of power created by these taxonomies. Even if their thinking did not result in meaningful social change, the course will explore the power of critical self-reflection and critique and how ancient narratives could expose and explore the injustices and inequalities baked into classical modes of social organization. Ultimately, classical writers treated these taxonomies as ethical problems to be explored, which is why they are ideal for the GE purposes of this course.

## Course materials

All course materials will be placed on the course website. The course will focus on close readings of insightful ancient texts and exploratory discussions of their main ideas, not on the acquisition of knowledge in bulk from modern handbooks.

## Class meetings

Our meetings will include both lectures and discussion. Discussion - especially the exploration of Greek ideas and their modern equivalents - is an essential part of the course. Bring the assigned readings for each unit to class (whether in hard copy, printouts, or electronic versions). You must read the relevant texts before the discussion. Do not use social media during class time. You may also not record the classroom discussions.

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 may see his or her final grade reduced. Note that absences beyond the allotted two are excused only for medical and family emergencies. All students requesting such excuses will be required to provide written documentation in advance of the absence, if possible.

## Assignments and grades

Your final grade for the course will be calculated via the following formula: quizzes: $25 \%$; classroom participation and preparedness: 15\%; papers: $60 \%$ See above for the impact of unexcused absences on your grade.

Quizzes will be given without warning at the beginning of class. Their purpose will be to ensure that you are doing the readings, which is essential if we are to discuss them. They will cover the readings assigned and discussed in the week before the quiz, including on the day of the quiz. The quizzes will focus mostly on factual information (who, when, what) and the contents of texts, so that the discussions can focus on their interpretation and evaluation. I will drop the lowest quiz grade in the calculation of the final grade. I imagine them occuring every two weeks or so, amounting to a total of no more than six (see schedule below for suggested dates).

As this is a course about ideas, including speech and persuasion, participation in classroom discussion is essential. This includes doing the reading in advance, being able to answer basic questions about them, and, most importantly, having thought about the implications of these ideas, their strength, weaknesses, and relevance, and being willing to take on the questions that are posed in class about them. To faciliate your preparation for the classroom discussion, you will be given study questions to accompany each set of readings, for each week. If you have thought about these questions and have preliminary answers to them, you should have little problem with the participation component of the course. Thus, a perfect grade for participation and attendance will assume no more than two unexcused absences, at least ten substantive interventions in a discussion by each student (over the course of the term), and the ability to answer basic factual questions about the assigned readings when called upon by the instructor.

Your main assignments for this course will be a series of six short papers assigned every two weeks. These will start out short (in the form of responses to specific readings or answers to specific questions) and will build up to more synthetic arguments (drawing on a number of texts read for the course), so building up from 2-3 pages long to 3-5 pages long. Sample assignments might include comparing the underlying assumptions about the religions of foreign groups in contemporary texts (e.g., the Hebrew Bible and the Presocratic philosophers); critically examining the political regimes that ancient writers deemed as "natural" to foreign versus domectic groups (e.g., in Herodotos); exploring the tension between the rhetoric of citizenship for women and the political and legal norms that gave it substance or limited women's rights in practice (e.g., comparing Athenian legal texts with the scenarios of Aristophanes). The overarching goal of the papers will be to excavate our sources' underlying assumptions, to identify ideologically significant silences as well as things that are explicitly said, and to understand how ideology and social practice shape each other. I will give students separate instructions for the qualities that I am looking for in a good paper.

## Grading scale

93-100: A
90-92.9: A-
87-89.9: B+
83-86.9: B
80-82.9: B-
77-79.9: C+
73-76.9: C
70-72.9: C-
67-69.9: D+
60-66.9: D
Below 60: E

## Course Schedule

Week 1: Ethnography; the debate over nomos-physis (culture-nature); and geographic determinism
Tuesday, August 23, 2022 Thursday, August 25, 2022
Readings from Xenophanes of Kolophon; Hippocrates, Airs, Waters, Places;
Herodotos, Histories; and Aristotle, Politics.

## Week 2: Athenian democracy and citizenship: inclusions and exclusions

Tuesday, August 30, 2022
Thursday, September 1, 2022
Readings from C. Blackwell, 'Athenian Democracy: An Overview' \& 'The Assembly’; Ellen Wood (‘Demos versus "We, The People": Freedom and Democracy Ancient and Modern'); and video presentations by Melissa Schwartzberg ('What did democracy really mean in Athens?') and Brett Hennig ('What if we replaced politicians with randomly selected people?')

Pop Quiz \#1 may be given in this week.

## Week 3: Women and Athenian political ideals

Tuesday, September 6, $2022 \quad$ Thursday, September 8, 2022
Readings: Perikles' Funeral Oration \& the Plague at Athens in Thucydides, History of the Peloponnesian War.

Paper \#1 due on Thursday, September 8, 2022.

Week 4: The social life of Athenian women; skin color and the construction of gender at Athens
Tuesday, September 13, 2022 Thursday, September 15, 2022
Readings: D. Kamen, Status in Classical Athens, ch. 9: ‘Full Citizens: Female’;
Sarah Bond, 'Why We Need to Start Seeing the Classical World in Color'; Maria

Sassi, The Science of Man in Ancient Greece (selections); Tim Whitmarsh, 'Black Achilles.'

Pop Quiz \#2 may be given in this week.

## Week 5: Female citizenship on trial

Tuesday, September 20, 2022 Thursday, September 22, 2022
Readings: pseudo-Demosthenes, Against Neaira.

Paper \#2 due on Thursday, September 22, 2022.

## Week 6: Imagining an occupy movement by women

Tuesday, September 27, $2022 \quad$ Thursday, September 29, 2022
Readings: Aristophanes, Lysistrata.

Pop Quiz \#3 may be given in this week.

## Week 7: Imagining a political take-over by women

Tuesday, October 4, 2022
Thursday, October 6, 2022
Readings: Aristophanes, Assembly Women.

Paper \#3 due on Thursday, October 6, 2022.

## Week 8: An argument for the equality of women

Tuesday, October 11, 2022 Thursday, October 13, 2022 (No Class, Autumn
Break)
Readings: Plato, Republic (books 1 and 5); Laws (selections); Arlene Saxonhouse, 'The Philosopher and the Female in the Political Thought of Plato.'

Pop Quiz \#4 may be given in this week.

Week 9: Ethnicity, Justice, and Athenian empire
Tuesday, October 18, 2022 Thursday, October 20, 2022
Readings: Ian Morris, 'The Greater Athenian State'; Thucydides, History of the
Peloponnesian War, selections (The debate at Sparta; The Mytilene debate; The Melian dialogue).

Paper \#4 due on Thursday, October 20, 2022.
Week 10: Ethnicity, difference, and Roman citizenship
Tuesday, October 25, 2022 Thursday, October 27, 2022
Readings: Livy, History of Rome (the myth of the foundation); Cicero, On Behalf of Archias the Poet; Emperor Claudius, decree on the admission of Gauls to the Roman Senate

## Week 11: Narratives of inclusion and exclusion in the Roman polity

Tuesday, November 1, 2022 Thursday, November 3, 2022
Readings: Pliny, Natural History 3.5 on the centrality of Italy; Juvenal, Satire 3 on all "those people" coming to Rome; Statius, Silvae 4.5 Ode to Septimius Severus, a senator of North African origin; Nandini Pandey, 'Roman Roots of Racial Capitalism'.

Pop Quiz \#5 may be given in this week.

## Week 12: Universal Romanness?

Tuesday, November 8, 2022 Thursday, November 10, 2022
Readings: Aelius Aristeides, Regarding Rome (selection); Caracalla, Antonine Constitution, 212 AD, with Cliff Ando, 'Law, Citizenship and the Antonine Revolution'; Tony Honoré, 'Roman Law AD 200-400: From Cosmopolis to Rechtstaat?'

Paper \#5 due on Thursday, November 10, 2022.

## Week 13: The Roman birth of German nationalism?

Tuesday, November 15, 2022 Thursday, November 17, 2022
Readings: Cassius Dio, Roman History (the battle of the Teutoberg Forest);
Tacitus, Germania; Nancy Shumate, Nation, Empire, Decline: Studies in Rhetorical Continuity from the Romans to the Modern Era (selection); Martin Ruehl, 'German Horror Stories: Teutomania and the Ghosts of Tacitus.'

Pop Quiz \#6 may be given in this week.

## Week 14: Ancient notions of race and modern debates

Tuesday, November 22, 2022 Thursday, November 24, 2022 (No Class
Thanksgiving)
Readings: B. Isaac, The Invention of Racism in Classical Antiquity (selections); Geraldine Heng, The Invention of Race in the European Middle Ages (selections).

## Week 15: TBD

Tuesday, November 29, 2022 Thursday, December 1, 2022
TBD.

Paper \#6 due on Thursday, December 1, 2022.

## Week 16: TBD

Tuesday, December 6, 2022 (Last day of regularly scheduled class)
TBD.

TBD.

## Other course policies

## Academic integrity policy

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://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (https://oaa.osu.edu/academic-integrity-and-misconduct)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)


## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here: http://advising.osu.edu

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the
appropriate resources at https://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

## Accessibility accommodations for students with disabilities

Requesting accommodations: The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)


## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills all the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This course is foundational in two ways. First, it provides an introduction to the ways in which ancient Greeks and Romans conceptualized race, ethnicity, and gender, as well as to the consequences of those concepts when they were applied to political and social systems, for example to inclusion / exclusion when it came to the rights of citizenship or to the practice of empire. Second, modern debates about race, ethnicity, and gender are foundationally grounded in classical concepts and are the result of a long tradition of debate and critique originating in the ancient world. This applies to both hegemonic practices (e.g., the imperial conquest of allegedly inferior "barbarians") as to emancipatory projects (e.g., Plato's arguments in favor the equality of women in his philosophical city).

## B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Successful students will be able to describe the intellectual and political matrices that produced different (and sometimes contradictory) theorizations of race, ethnicity, and gender in the ancient world. These included scientific paradigms that proceeded from the distinction between nature and cultural conventions (e.g., in the medical writings of the Hippocratics and Herodotos); philosophical projects that stressed the equal possession of reason by men and women in order to override the political inequalities produced by the Greek city's emphasis on warfare (in Plato); and the contrast between Greek views of citizenship, which valorized ethnicity (some might say race), and their Roman counterparts, which specifically overrode ethnicity. Students will learn to both critically define the concepts that each text is putting forth, its limitations and implications, and also situate those concepts within the author or text's overall project (scientific, intellectual, civic, or imperial). Paper assignments will ask the students to explain how some theoretical debates encoded racial, ethnic, or gender categories, or, conversely, how those categories reflected or challenged political realities.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

The course will focus primarily on the ancient Athenian democracy ( $510-322 \mathrm{BC}$ ) and the Roman empire (first century $B C$ - third century $A D$ ) as sites where theory and practice intersected when it came to notions of race, ethnicity, and gender in the ancient world. Those societies will be studied as complex political arrangements that reflected theorized hierarchies of race, ethnicity, and gender, hierarchies that intellectuals periodically challenged or sought to reform. Specifically, students will be able to identify the theories or assumptions that led to practices of inclusion and exclusion, for example in the institutions of Athenian and Roman citizenship law. How might marginalized groups or individuals (for example a woman in Athens or a Greek in late Republican law) seek to be included in the rights and distribution of power that citizenship entailed? This question will be studied (among other texts) through the plays of Aristophanes (who imagined multiple scenarios of female emancipation and self-empowerment) and a speech by Cicero, arguing for the inclusion of an ethnic Greek intellectual in the citizen body of Rome. To what degree were institutions, encoding unequal distributions power, open to reform from those who argued for greater inclusion? Special attention will be given to the Antonine Decree (212 AD), through which a Roman emperor granted citizenship to all free inhabitants of the empire.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

The course will emphasize throughout that notions of race, ethnicity, and gender did not form separate categories but always intersected and interfered with each other. Classical ethnography, for example, theorized some foreign groups as more masculine or more feminine, depending on how they seemed based on the citizen norms of the Greek or Roman city. Students will learn both (a) how malleable these concepts of race, ethnicity, and gender were (and still are) and (b) how subject to changing social norms. Thus, the Hippocratic medical approach saw the Scythians, even the men, as more feminine. Conversely, within the Athenian citizen body, men were theorized (and depicted in art) as darker of skin, because they spent most of their lives outside under the sun, whereas women were seen as paler, because they were (ideally) expected to stay at home. Students will learn how these conventions were relative to different social norms and imperial positions. For example, darker skin in the Roman empire was theorized as an attribute of African peoples, not of Roman men, because the empire of Rome, unlike that of Athens, included peoples with darker skin. Through paper assignments, students will hone the skill of situating specific concepts of race-ethnicity and gender within the society that produced them and critically examine ancient theories that sit at cross-purposes to their modern counterparts, for example dark skin as a function of gender rather than race.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

At all points of the course, students will be taught and expected to reflect on the social and ethical implications of the different theories of race, ethnicity, and gender that antiquity produced. In fact, this will be unavoidable as the ancient writers themselves centered ethical reflection in the production of their theories, or inscribed the latter within specific social or philosophical proposals. The two were inseparable. For example, theories of ethnic or racial difference were often used to promote empire (e.g., of Greeks over barbarians, of Athenians over other Greeks, of Romans over everyone else). Conversely, some thinkers sought to challenge those hierarchies and produce more inclusive domains of power (e.g., Plato when it came to women in the political-philosophical sphere), or various Roman politicians who sought to include more ethnic groups into the citizen body (the emperor Claudius and the Gauls, the emperor Caracalla and all inhabitants of the empire). At the same time, students will study and be expected to analyze ancient theories of social power itself, of who is entitled to it and on what grounds (e.g., Kallikles' idea of the strong and the weak and the different distributions of power to which those groups are led). In paper assignments, students will reflect on the overt or implicit claims to power and its unequal distribution that are embedded within ancient theories of race, ethnicity, and gender.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

## Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of

 their social positions and identities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
#### Abstract

Critique and self-examination are central aspects of the classical tradition, indeed that is why it has remained so compelling throughout the centuries (and not merely because it has been used to justify unequal social orders). Those texts survived that challenge their readers to critique their own assumptions, positions, and privilege. Precisely because most students are not personally invested in, say, Greek gender norms or in Roman imperialism toward Germanic "barbarians," the classical tradition provides an excellent arena in which fundamental assumptions can be explored and discussed candidly without automatically activating students' own defensive mechanisms, personal identities, or anxieties, as might happen in a course on comparable material in modern times. But the students can nevertheless be asked to undertake the labor of critical self-examination by following through on the critical challenge of Herodotos on ethnicity, Plato on gender, Aristophanes on arbitrary and unfair power structures, and Roman enfranchisement on imperial domination. For example, what does Plato's insistence that women participate fully in the philosophical city entail for gender and philosophy today? Likewise, an African man from a conquered province became emperor of Rome only three generations after his family received citizenship: what does this tell us about the relationship between legal forms and social advancement in, say, US history? Why have modern empires not allowed their former colonial subjects to rise to power in their own metropoles? For a question such as this, an examination of the role of race in modern vs ancient societies induces critical self-reflections among students who find themselves on the "modern" side of things.


Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

A core theme of the course will be that concepts of difference don't just shape our own attitudes, beliefs, and behavior but often fundamentally structure them. It was through constructs of difference and opposition that ancient societies often defined their own identities. Students will study how geography was used to postulate a distinction between the center and periphery, with the center (the Greeks) enjoying the right balance of good qualities, whereas the "barbarians" living along the edges suffered under an excess of those qualities (recklessness rather than true courage) or their lack. Students will study how this played out in the ethnographic tradition (esp. Hippocrates) but also how it was critiqued by thinkers within that tradition. Herodotos for example wanted to make his reader more aware of how "self and other" were dialectically interlinked, and that Greeks did not enjoy a monopoly on good ideas and qualities. In the domain of gender, students will study how Plato sought to break down the polar opposition of masculinity and femininity by revealing to his readers the "feminine" aspects of philosophical activity and of the life of Socrates. Much ancient thought sought to train students to see the "other" in themselves, just as, on the other hand, empires and exclusionary practices of citizenship sought to keep those barriers and polar oppositions in place (esp. in Athens). In classroom discussion, students will be encouraged to ask when a text that is constructing an image of the other is really also constructing an image of the self: does the other exist in this text, or is it being instrumentally deployed in order to define a normative order among ourselves?

## Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Courses on classical antiquity should be taught in an inclusive way: no students should feel that its traditions are more a part of their cultural background than that of any other student. Antiquity is not the exclusive preserve of "the West" or of white students. It should feel like a strange and foreign world to all alike, but one that produced and was always debating familiar concepts that everyone today is still wrestling with. Thus, all the ideas discussed in the course shaped the lives of "others," of ancient people who lived in a world very different from ours. Yet because of the subsequent power of the classical tradition, ancient ideas also shaped the lives of all people today, whether they enjoy positions of social privilege or not. Thus, classical antiquity is an ideal laboratory for the intellectual exploration of ideas of race, ethnicity, and gender that are both strange and familiar, that impacted the lives of others and ourselves. This duality of distance and identification is centered in our experience of the plays of Aristophanes, where the women of Athens, subject to patriarchal limitations, engage in organized protest and "occupy" movements in order to seize power in the city. It comes also to the fore in the story of the Greek poet Archias, an immigrant who brings foreign cultural resources to Rome only to find himself at the heart of a Roman political contest in which he becomes a collateral target. In classroom discussion, students will be encouraged to identify the familiar, and even contemporary, themes behind these stories that played out thousands of years ago and involved people who were culturally different from them.

## GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course all expected learning outcomes
(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

## B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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## GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History or Cultures.

## B. Specific Goals of Historical or Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

CLAS 3205

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

## GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.
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## B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

## GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

## B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

## GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes
(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

## B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)
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Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1 -credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. (50-1000 words)

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

## Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of

 natural scientific discoveries. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)CLAS 3205
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Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

## GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical \& Quantitative Reasoning (or Data Analysis).

## B. Specific Goals for Mathematical \& Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

