

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding the Citizenship for a Just and Diverse World new GE to course

What is the rationale for the proposed change(s)?

Citizenship was a key feature of ancient Greek and Roman political life, but even in the most democratic cities (that is, those with the least restrictive definition of citizenship) only about a third to a half of the population were actually citizens. The rest of the population was made up of slaves, foreigners, and Greeks and/or Romans from other cities. This course thus explores the social history of the ancient Greek and Roman worlds through the prism of citizenship and non-citizenship.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	3213H
Course Title	Slavery in the Ancient World
Transcript Abbreviation	HnrsSlavAncntWrld
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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
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, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: Honors standing, and English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Historical Study; Citizenship for a Diverse and Just World

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

Previous Value

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

- Students will understand the implications of classical antiquity as a slave society.
- Students will understand the ways in which slavery was integrated into Greek and Roman family structures, religion, philosophy, and culture.

Content Topic List

- Slave trade
- Enslavement
- Classical antiquity
- Ancient family studies
- Insurrection and rebellion
- Ancient social conditions
- Unfree labor
- Violence
- Manumission
- Ideology

Sought Concurrence

No

COURSE CHANGE REQUEST
3213H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/27/2022

Attachments

- History 3213H submission-doc-citizenship.pdf: New GE form
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3213H Syllabus NewGE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- REVISED Hist3213H new GE Syllabus.docx: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded a revised syllabus to address the revisions requested by the panel. *(by Getson, Jennifer L. on 02/22/2022 09:55 AM)*
- Please see Panel feedback email sent 02/21/2022. *(by Hilty, Michael on 02/21/2022 11:02 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/01/2021 11:38 AM	Submitted for Approval
Approved	Soland, Birgitte	12/01/2021 11:42 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:35 PM	College Approval
Revision Requested	Hilty, Michael	02/21/2022 11:02 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/22/2022 09:55 AM	Submitted for Approval
Approved	Soland, Birgitte	02/22/2022 11:41 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/27/2022 04:50 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/27/2022 04:50 PM	ASCCAO Approval

HIST 3213H
Slavery in the Ancient World (Honors)

The Ohio State University

Spring 2023

T.Th. 9:35 – 10:55 a.m.
209 W. 18th Ave Building, Room 170

Professor J. Albert Harrill
harrill.5@osu.edu

Description, Questions, and Goals. This course examines slavery as an institution and an ideology of classical Greece and Rome, including its importance in the ancient family, economy, and culture. Why did the massive slave revolt by the Roman gladiator Spartacus in Italy give rise to a modern legend? How did ancient thinking about slaves reflect what the master class saw in itself? Was the legal institution ever questioned as immoral? How do we write a history of ancient slavery when the surviving primary evidence reflects the views of masters, not slaves? Such questions inspire the goals of this course to uncover the disturbingly unseen and invisible ways that slavery in classical antiquity has left its mark on Western culture.

Objectives. By the end of the course, students will demonstrate the ability:

- (1) To explain the mechanisms of oppression and marginalization of certain groups of people in antiquity, especially their exclusion from citizenship and personhood.
- (2) To describe the (social, economic, sexual, etc.) status and roles of slaves in Greek and Roman society
- (3) To identify the (sometimes conflicting) ideologies of slavery in Greek and Roman literature and society.
- (4) To recognize the range of evidence available for studying Greek and Roman slavery, including what our sources can (and cannot) tell us.

Professor's Office Hours.

1. Tues. 3:30–4:30 p.m., Weds. 2:30–3:30 p.m.
2. Email for individual appointment.

GE Theme: Citizenship for a Just and Diverse World.

General Expectations of Theme Courses.

Goal 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component. In this advanced course on the topic of slavery in the Greek and Roman worlds, students will engage not only the primary texts for themselves but also the cutting-edge research of major scholars in the modern study of ancient slavery: Keith Bradley, Sandra Joshel, Kelly Wrenhaven among others. This is not a survey course. Instead, we focus our attention on the methodological limits of our sources, their problems and challenges that face the scholar who wishes to do a history of the lived experiences of ancient slaves and masters.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

Students will engage in critical and logical thinking about the institution of slavery and its ideology by explaining the mechanisms of oppression and marginalization of certain groups of people in antiquity, especially their exclusion from citizenship and personhood; by describing the (social, economic, sexual, etc.) status and roles of slaves in Greek and Roman society; by identifying the (sometimes conflicting) ideologies of slavery in Greek and Roman literature and society; by recognizing the range of evidence available for studying Greek and Roman slavery, including what our sources can (and cannot) tell us (see Course Objectives). The discussion-question activities of January 12, February 7, 9, 16, 21, 23, March 30, and April 4 will serve to meet this ELO; grading the submitted 3-page papers are the metrics by which I will ensure that this intended ELO has been met. Students will also see how they could have answered the question differently, in light of class discussions. A further metric will be a midterm examination, and the final examination.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

Students will engage in an advanced in-depth, scholarly exploration of this topic by combining the study of documentary texts with literary texts, which variously illuminate the world of the slave and ex-slave in ways that documentary texts cannot. Where possible and relevant, comparative evidence from slave systems in the New World (principally the USA) will be brought to bear to illuminate ancient attitudes and practices. Throughout, the aim will be to develop comparative historical skills and the ability to confront an important, if uncomfortable, human institution from various critical perspectives. The main metrics by which I will ensure students have achieved this ELO will be the grades they earn on the weekly discussion questions and on the comprehensive, midterm examination. A sample essay question from the exam is the following: “Compare and contrast the ideological representation of the Natural Slave and the War Captive in the primary sources read for this class. Choose as your examples Euripides, Aristotle, and Plutarch.”

Goal 2: Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

Students will come to the course with varying understandings of citizenship and slavery from previous coursework and out-of-class lived experiences. The initial weeks will identify how those understandings may differ from the descriptions and approaches that ancient authors and modern scholars take. The activities of Feb 7 (“Compare and contrast how Aristotle and Euripides define both the state and the slave”) will serve to meet this ELO, by asking students to identify, describe, and synthesize approaches or experiences as they apply to the study of ancient slavery. This ELO links with Course Objective #4, to recognize the range of evidence available for studying Greek and Roman slavery, including what our sources can (and cannot) tell us.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

In studying the ancient world, especially in foundation courses, we generally focus on the achievements of the Greeks and Romans in literature, philosophy, art, and architecture. To respond to the new and challenging contexts of studying the darker aspects of the ancient world, the pervasiveness of slavery, this course aims that the successful student will demonstrate a developing sense of self as learning through frequent class discussions on their response papers, self-assessment of the answers to the weekly questions by fellow students. Activities on Jan 12, 26, Feb 7, 9, 16, 21, 23, March 30, and April 4 will serve to meet this ELO.

Specific Expectations of Courses in Citizenship.

Goal 3: Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.

Citizenship was a key feature of ancient Greek and Roman political life, but even in the most democratic cities (that is, those with the least restrictive definition of citizenship) only about a third to a half of the population were actually citizens. The rest of the population was made up of slaves, foreigners, and Greeks and/or Romans from other cities. This course thus explores the social history of the ancient Greek and Roman worlds through the prism of citizenship and non-citizenship. In exploring questions like that on Feb 21, students will meet this ELO by developing a range of perspectives on what constitutes citizenship and how it differs across historical communities, in addition to refining their historical and analytical skills. This ELO links with Course Objective #1, to explain the mechanisms of oppression and marginalization of certain groups of people in antiquity, especially their exclusion from citizenship and personhood.

ELO 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students in this course will explore and reflect on how literature was used in the ancient world to shape knowledge, skills and dispositions that defined self-mastery in the ancient world, a key requirement for being seen as a legitimate Greek and Roman citizen. The activities of February 9, for example, serve to meet this ELO, by their case study of a fictional Roman freedman who aspires, with mixed success, to embody the knowledge, skills, and dispositions required for intercultural competence as a global citizen of the Roman empire. This ELO links with Course Objectives #2, to describe the (social, economic, sexual, etc.) status and roles of slaves in Greek and Roman society

Goal 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

ELO 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

Students in this course will spend a great deal of time reconstructing the lived experiences of ancient people found across a spectrum, from free to slave. How literary works about and archaeological evidence of those lives might express diversity, equality, and inclusion will be examined by class discussion and the weekly paper assignments. The activities on February 23 (discussion question, “Identify and critique the various expressions of diversity, equality, and inclusion in Lucius’s falling from and rising back into citizenship”) serve to meet this ELO.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course examines the intersectionality of justice, difference, and citizenship as critical concepts both in historical scholarship and in modern advocacy for social change. The activities of February 23 and March 30 serve to meet this ELO. Students analyze an ancient fictional depiction of a Roman youth who falls from and rises back into citizenship. We then consider some of the problems we face in interpreting sources and assessing arguments. This ELO links with all Course Objectives #1–4. The metrics, as always, for assessing whether students have learned this ELO will be the grading on the midterm examination and the discussion papers. A sample exam question is following: I supply five short excerpts from Apuleius, *The Golden Ass* and ask the student to write a cogent, well-organized essay answering the following question: What do these primary texts tell the historian about Roman slavery as an institution and ideology of social control?

Honors Course: Statement of Qualitative Differences

1. The specific goals of the course will be achieved through a pedagogical combination of student-initiated seminars, research-paper (multiple) deadlines, and a series of in-class

oral presentations, in addition to essay-based testing (midterm and final examinations). The regular version of the course has fewer textbooks, follows more a lecture format, and lacks both a research paper requirement and oral presentations.

2. Greater exposure to the basic material of the course is achieved in a number of ways. Additional textbooks add breadth and depth, as does a screening and critical review of a modern epic film on the topic (*Spartacus*), paired with a sourcebook of primary sources. Comparing a modern film against the primary sources is often an eye-opening experience for undergraduates.

3. The course provides exposure to, and the use of, methodology and research techniques through the research and writing of an original paper of historical analysis, using both primary and secondary sources with specific attention to selecting an appropriate method based on the nature of the available evidence.

4. Honors students read additional textbooks, write an original research project, give a series of in-class oral presentations, must prepare précis before each class, and take turns leading seminar discussions. The amount of work is, therefore, considerably greater than that in the non-honors version.

5. Each student will be required to individually meet the professor multiple times in office hours, to discuss each stage of his/her research project. Another way that greater student/faculty contact will be achieved is the very procedure of each class—discussion in a roundtable format rather than a lecture style—which encourages the students to become a reading community engaged in a shared academic conversation.

6. An original research paper, individual oral presentations, and student-led discussions make creative thinking an essential aspect of the course requirements. Additionally, the testing will be through primary source analysis rather than multiple-choice questions.

7. The additional textbooks present rival, and often opposing, approaches to the use of comparative evidence from modern periods for understanding ancient slavery. Students will thus be exposed to interdisciplinary work. The various approaches are, e.g., legal, sociological, ethnographic, and literary—in addition to historical.

8. Because the research paper has multiple deadlines, students will go through a pedagogical process that will demand a high level of intellectual output. That output includes (1) a formal proposal that justifies the topic, (2) a clear statement on method, and (3) an annotated bibliography that provides a critical review of the nature of the primary and secondary sources. The student will present each stage of her/his research project before an audience of peers.

9. Intended audience: Open to students at any level and in any field of study—Freshmen, Sophomores, Juniors, and/or Seniors are welcome.

Required Textbooks (at OSU Barns & Noble bookstore).

Primary sources

1. Apuleius, *The Golden Ass, or Metamorphoses*, trans. by E. J. Kenney (Penguin, 2004).
2. Euripides, *The Trojan Women and Other Plays*, trans. James Morwood (Oxford, 2001).
3. Petronius, *The Satyricon*, trans. J. P. Sullivan (Penguin, 2011).
4. *Spartacus and the Slave Wars*, 2nd edition, ed. Brent D. Shaw (Bedford/St. Martin's, 2018).

Secondary Sources

5. Keith Bradley, *Slavery and Society at Rome* (Cambridge, 1994).
6. Sandra R. Joshel, *Slavery in the Roman World* (Cambridge, 2010).
7. Sandra R. Joshel and Lauren Hackworth Petersen, *The Material Life of Roman Slaves* (Cambridge, 2014).
8. Kelly L. Wrenhaven, *Reconstructing the Slave: The Image of the Slave in Ancient Greece* (Bloomsbury, 2012).

Library e-Book Resource and Reference Work (important for your Research Paper):

The Cambridge World History of Slavery. Vol. 1: The Ancient Mediterranean World.
 Edited by K. R. Bradley and Paul Cartledge. Cambridge University Press, 2011.
 Call number: HT861 .C34 2011 v.1, read online.

Couse Requirements.

1. Discussion questions, answers to which will be submitted to the professor before class. See the Schedule of Reading, below. Three (3) pages, double-spaced, is sufficient to write. Be sure to cite the specific evidence from the text for all general statements made (see my “**How to Write an Essay**,” at the end of the syllabus). Answers due by the start of class time, in the Assignment Folder on Carmen.
2. Midterm Examination, fairly late in the semester, in class (**April 4**).
3. Research Paper (10–12 pages, including footnotes) on a topic of the student's choice.

The Research Paper has multiple deadlines:

- (A) Topic due on **Feb 27** (see “**How to Write a Paper Topic Proposal**” at the end of the syllabus).
- (B) Preliminary bibliography on **March 10**.
- (C) Oral presentation in class between **April 6** and **20**.
- (D) Final Draft due by the end of the scheduled time of the Final Examination period assigned for our class.

Note: All papers are to be submitted, electronically, to the Assignment Folder on Carmen.

Grading: 25% Discussion Questions
 25% Midterm
 50% Research Paper, including Oral Presentation

Grading Policy: An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student minimally does 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. An 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.

Grade scale: **A**, 100-93%; **A-**, 92-90%; **B+**, 89-87%; **B**, 86-83%; **B-**, 82-80%; **C+**, 79-77%; **C**, 76-73%; **C-**, 72-70%; **D+**, 69-65%; **D**, 64-60%; **E** 59% and below.

Health and safety requirements: “All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.”

SCHEDULE OF READINGS AND LECTURES

You are to do the readings by the date indicated. Read the assignment **before the class session**. The discussion questions are to help you take notes on the reading.

Jan 10 Welcome and Introduction to the Course.

Module 1: Greek Slavery Introduction

Jan 12 Euripides, *The Trojan Women* (pp. 38–75)
 Wrenhaven, *Reconstructing the Slave*, ch. 1 (pp. 1–42).
Discussion Question: What is Wrenhaven’s overall point about the language of slavery in ancient Greece? Find examples in Euripides’ play, *The Trojan Women*.

Jan 17 Wrenhaven, *Reconstructing the Slave*, ch. 2–3 (43–127).

Jan 19 Wrenhaven, *Reconstructing the Slave*, ch. 4 (pp. 128–149).
 Aristotle, *Politics* Bk 1 (online)
 Euripides, *Hecuba* (pp. 1–37) and *Andromache* (pp. 76–111).
Discussion Question: Compare and contrast how Aristotle and Euripides define both the state and the slave.

Module 2: Roman Slavery Introduction

- Jan 24 Joshel, *Slavery in the Roman World*, ch. 1–2 (pp. 1–75)
Read also the Glossary, pp. 215 ff.
- Jan 26 Joshel, *Slavery in the Roman World*, ch. 3–4 (pp. 77–169).
Discussion Question: What does the sale of slaves and the practices of slaveholders say about what constitutes citizenship in the ancient world?
- Jan 31 Joshel, *Slavery in the Roman World*, ch. 5 (pp. 161–214),
Bradley, *Slavery and Society at Rome*, 1–9.
Discussion Question: Provide a “Wrenhaven-ian” analysis of the same set of evidence: Tiro, Abaskantis, Musicus Scurranus, and the Case of the “Tongueless Slave.”
- Feb 2 Joshel and Petersen, *Material Life of Slaves*, ch. 1–2 (pp. 1–82).
- Feb 7 Joshel and Petersen, *Material Life of Slaves*, ch. 3–4 (pp. 87–161).
Discussion Question: From the different kinds of lived experiences described in these chapters, explain how the material record aids the historian to reconstruct the ancient Roman structures of power and the tactics that slaves employed to resist them.
- Feb. 9 Joshel and Petersen, *Material Life of Slaves*, ch. 5 and Conclusion (pp. 162–222).

Module 3: How to Analyze a Primary Source

- Feb 14 Petronius, *Satyricon* (read the episodes of Trimalchio’s dinner).
Discussion Question: Does Trimalchio embody the knowledge, skills, and dispositions required for intercultural competence as a global citizen of the Roman empire? Why or why not?
- Feb 16 Apuleius, *Golden Ass*, books 1–2 (pp. 7–39).
- Feb 21 Apuleius, *Golden Ass*, bks 3–5 (pp. 40–93).
Discussion Question: How does Lucius define justice both within and around the Roman world? Do you think Apuleius agrees with the views of his character?
- Feb 23 Apuleius, *Golden Ass*, bks 6–8 (pp. 94–146).
Discussion Question: Describe and analyze the range of perspectives on what constitutes citizenship and how it differs across urban and rural communities in the novel.

Feb 27	Topic Due for Research Paper (2 pages), in Assignment Folder on
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(Mon)	Carmen.
Feb 28	Apuleius, <i>Golden Ass</i> , bks 9–11 (pp. 147–214). Discussion Question: Identify and critique the various expressions of diversity, equality, and inclusion in Lucius’s falling from and rising back into citizenship.
Module 4: How to Do History, and the Case Study of Spartacus’s Slave Revolt	
March 2	Bradley, 10–56.
March 7	Bradley, 57–106.
March 9	Bradley, 107–131; Shaw, 1–29 (with glossary, pp. 161–69). Discussion Question: Which one question in Shaw (pp. 175–76) do you consider to be the <i>least</i> important for the historian to ask. Explain why.
March 10 (Fri)	Preliminary Bibliography Due for Research Paper (1–2 pages), in Assignment Folder on Carmen.
March 13–17	<i>Spring Break, no class</i>
March 21	Shaw, 124–60. Pay particular attention to Plutarch, Appian, and Sallust. Discussion Question: In Plutarch, Appian, and Sallust how does the ideas of justice, difference, and citizenship interact with the cultural traditions of Rome and its structures of power? Can you identify any advocacy for social change?
March 23	Shaw, 33–61. By this date, watch the film “Spartacus” (1960), directed by Stanley Kuprick, OSU Secured Video Library. Question: How does the modern depiction of Spartacus in the film advocate for social change and express socially constructed ideas of inclusion, equality, and citizenship within the United States and around the world? Hint: Note the date of the film’s production.
March 28	Shaw, 62–123.
March 30	Bradley, 132–185 (including bibliographic essay).
April 4	Midterm Examination, in class

Module 5: Slave Theater and Material Culture

April 6	Student Oral Presentations
April 11	Student Oral Presentations
April 13	Student Oral Presentations
April 18	Student Oral Presentations
April 20	Student Oral Presentations

<p>Final Papers due in Assignment Folder on Carmen by the end of the scheduled time of Final Examination according to Registrar.</p>
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Course Policies and Information

Absences from Exams: *If there will be a problem with the exam dates, you must let me know NOW during the first week of class.*

Acceptance of Late Papers. Written work is to be submitted on time, that is, by the *start* of the class period on the day the paper is due (unless otherwise specified on the assignment). An essay assignment submitted after the start of class is late (by one day). Late papers will result in the loss of a grade step 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 last day of class. FAQ: **Do I have to complete all of the test and assignments?** Yes, you must complete all required assignments and tests in order to pass this course.

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. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. 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.

HOW TO WRITE AN ESSAY: A Guide for the Perplexed

Overall guidelines:

- (1) Use Times New Roman, 12-point font, and double-space lines.
- (2) Do not skip lines between paragraphs (change the default mode on MS Word, if necessary).

As a college student in this course, you will be asked to write an interpretive essay. The assignment enables you to think on paper about what you have read in homework and heard in lecture; it provides you with an opportunity to show the instructor that you have learned something. Therefore, to write an essay that you could have written before you took or knew about this course is absolutely the worst thing to do, an essay deserving a failing grade. You must connect the essay assignment to the content of the course, its reading assignments, and its methodology of critical thinking. An *interpretive* essay is not a summary of your class notes, and such a summary shows no signs of having done the reading assignments for the course. You must incorporate specific citations and quotations into your writing to support all general statements made; for example, analyzing selections from the homework reading not discussed in class shows engagement beyond mere repetition of lecture notes.

You should see "research" and "writing" as two different stages of work, the research stage being a period of reading through the material and taking notes and making outlines. Avoid trying to write the final draft of the paper before you have done the research and have learned what you want to say about the topic. Don't try to write the whole paper in one sitting.

An interpretive essay makes an argument, not an assertion. An argument, unlike an assertion or personal opinion, offers good reasons for believing a point to be correct and true, because it grounds its case on evidence that all readers can verify for themselves from the available evidence. It is a specific kind of writing, different from poetry, drama, diaries, journals, or creative writing. It articulates a cogent, persuasive case (as in a law court) supported by evidence and by replies to potential objections to your own argument, in the form of multiple and specific examples. A good writing method is known as *argument-objection-reply*: arguing a clear point, anticipating a potential objection to that point a reader may raise, then offering an answer to that potential objection. What distinguishes an essay from, say, a series of paragraphs is that an essay consists in researched inquiry and has a point. This point is called a *thesis*. A thesis

is a conclusion drawn from the evidence found in doing research, not simply "your opinion" for which you attempt to support at all costs. (This is particularly important in academic writing on the Bible and religion.) You should, of course, think of where your research might lead, but such a hunch is a *hypothesis* that must be tested against the evidence, not yet a thesis. An academic essay is not simply a position paper or "talking points," as if scholarship debated ideas just for the sake of argument or relied on "my opinion" that predetermines the outcome of the research. One of the most annoying things to read is a paper that has no point. The first thing I ask of a submitted paper is "So What?" and "What's the point?" and "Why should I care?" If your paper cannot answer me these things in the first paragraph, you have no thesis.

Before you begin to write, read the assignment and its requirements for submission carefully. Any paper that does not meet the requirements for submission is unacceptable and shall be returned to the student for re-writing. In such instances late penalties will apply. Make sure you *read the directions* before you start.

The architecture of a well-crafted essay conforms to the following blueprint:

Introduction. Your introduction should be no longer than one-sixth of your paper. The introduction will articulate a problem and your proposed solution. Your most important challenge is to develop a coherent and concise thesis statement, one sentence in length. A thesis should not be a restatement of the assignment question. A thesis statement should be specific to your paper alone and not something transferable to any other student paper for this assignment. You have to decide what you want to argue. You cannot solve all the problems of the universe in one college paper. The trouble with most theses is that they are either too broad, abstract, general, or generic. Narrow your focus to a problem that can be solved in a few short pages. You will not have the final and definitive word; no writer ever does. You must place your (now) narrowed thesis statement in the last sentence of your introduction (first paragraph), where I as your reader will concentrate most of my (unfortunately, limited!) intellectual energy. I have found that the biggest trouble with introductions is that they are thin, insubstantial, usually raising no problem worth solving, suggesting no solution worth having.

Body. The body of the paper should contain your evidence, drawn from the readings assigned thus far in the course (as determined from looking at the syllabus). There should be relatively little summary, background, context, etc., in the body (not the appropriate place; such these things belong in your Introduction). All evidence should support your thesis. It is your responsibility as a writer to remove all evidence not relevant to your point, without ignoring evidence that may undermine your thesis. The sections of the body should be apparent. Each section should have points that characterize and distinguish it from other sections. The movement of the sections should be from the familiar to less familiar. At no point should the order be random or "stream of consciousness." Ask yourself: Is the organization of the argument – chronological, qualitative, logical, geographical, etc. - appropriate? Does each section relate to the thesis? *Audience:* Take as your audience a college student who took this course, say, a year or so ago, someone who has some familiarity with the material but

may need to be reminded about specific passages in the text you are interpreting. As one leading guide to writing puts it, "Imagine that you are explaining the question and its related argumentation to such a person. This will lead you to spell everything out, fill in the details, and leave no gaps" (Jack W. Meiland, *College Thinking: How to Get the Best out of College*, p. 49).

Conclusion. The conclusion should restate the thesis, without repeating it word for word. After this, you should provide a sentence or two expressing what the implications of the thesis might be. In other words, now that your inquiry has led to the creation of knowledge, what should we do with this knowledge? Finally, you should write a sentence or two expressing what you are uncertain of, what you think ought to be explored more, or what you have questions about. Ideally, I as your reader should leave your essay having learned something and with a desire to explore the question further.

Elements of the Classic Essay

- I. Original Title (Every essay needs a title)
- II. Introduction with thesis (also original)
- III. Body
 - A. Example 1
 - B. Example 2
 - C. Example 3
 (repeat as space allows)
- IV. Conclusion

Grading: I grade the merits of an essay in three ways:

1. The Ability to Write Good English. Good English composition and rhetoric (in writing, "rhetoric" is not a negative term; it means the skill to use the English language effectively to argue a point).

Questions to consider:

- Are most sentences of appropriate length: shorter than a line and a half or two lines?
- Is the language abstract, impersonal, convoluted?
- Correct spelling, grammar, and syntax?
- Are verb tenses consistent?
- Thesis focused/well-defined or a need for clearer focus?
- Good internal logic or a need to check contradictions?
- Well structured/organized or a need to rethink organization?
- Good introduction/conclusion or a need to rework intro./conclusion?
- Clear/well written or a need to fix awkward language?
- Creative/lively style or a need to adjust tone or mood?
- Are the pages numbered?

Put main ideas in main clauses, not dependent clauses. In formal prose, avoid one-

sentence paragraphs or an entire page without a paragraph break, as well as verbal contractions, dangling modifiers, sentence fragments, run-on sentences, pronouns without antecedents. Every English sentence requires a finite, conjugated verb. (sloppy writing betrays sloppy thinking.)

2. *The ability to make the connection between the essay assignment and the readings in the course. The added ability to make connections among the various readings.*

Questions to consider:

- Effective use of examples or a need to give more examples?
- Use of specific detail or a need to use more detail?
- Fine command of the topic (of the course as presented thus far in the syllabus) or fact/concept errors?
- Well-documented (specific page references) or a need to cite sources?
- Good synthesis or a need to consult more sources (from the readings)?

When you cite a source, you may use either footnotes or internal references. An example of quotation with an internal reference is: "One of Mark's favorite methods of composition is to fit two stories together by putting one in the middle of the other" (Pheme Perkins, *Reading the New Testament*, p. 205). Do not quote the dictionary, as appeal to "the dictionary" often leads to circular arguments. Use the specialized references works in the library listed on the syllabus.

3. *The Ability to do Analysis, Synthesis, and Evaluation.*

Questions to consider:

- Is the thesis original? Surprising?
- Are the examples effective?
- Well-stated arguments or need for deeper analysis?
- Does the essay as a whole rise above mere recall of previously learned material (beyond telling *how* things happened as they did) to analysis, synthesis, and evaluation (to telling *why* things happened as they did).

In the interpretation of a text, *analysis* means separating its passages according their respective literary themes and explaining the relationships among these themes; *synthesis* means combining two or more literary themes to form a new theme; and *evaluation* means making judgments on the value of the ancient text for historical, academic inquiry. Ability to do analysis, synthesis, and evaluation in a specific and detailed way demonstrates original, creative thought and is the hallmark of an "A" paper.

The key to success is not to write the paper the night before it is due. To write well you need practice. Write a first draft. Wait a day. Re-read and edit the draft. Compose a second draft. Proofread. Then, write a final clean copy. Try composing your introduction last! Typically, only after a student has written a first draft has the student figured out

what she or he wants to say.

Instructor and Tutorial help. I invite each student to present me drafts for constructive criticism and commentary. However, such drafts need to be printed out and submitted to me in class or office hours (emailed drafts are also accepted if you speak to me in class or office hours beforehand). However, I do not read drafts the day or day before the paper is due.

Excellent Guides to Good Writing:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. 6th edition. Boston: Bedford/St. Martin's, 2010. An inexpensive, quick handbook on how to write effectively in any course working with historical sources.

Jack W. Meiland. *College Thinking: How to Get the Best Out of College*. New York: Mentor Books, 1981. The best introduction available on how to write argumentative essays. Highly recommended.

William Strunk Jr. and E. B. White. *The Elements of Style*. 3d ed. New York: Macmillan Publishing, 1979. The classic guide to write in a clear and elegant style. No book is more definitive.

William Zinsser. *On Writing Well: An Informal Guide to Writing Nonfiction*. 4th ed.; New York: HarperPerennial, 1990. Very good resource for students aspiring to be professional writers. The book contains sections on scientific writing, business writing, journalism, criticism, and humor.

Alan Brinkley et al., ed. *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*. Chicago: University of Chicago Press, 1999. An "insider" guide to what a professor wants from student written work on papers and tests.

How To Write a Paper Topic Proposal

The formal research paper will provide you with an opportunity to more fully develop the background and implications of a topic that you propose here. I will review all proposals for viability and reject any inappropriate or undoable topics.

The written proposal must include the following three things:

1. Your proposed paper topic: This part of the proposal is one sentence. Keep your paper topic narrow (but not so narrow that there are no scholarly sources available on the topic).
2. Why the topic is interesting and important: Address how you will focus the topic. If you choose a topic that is not of interest to you, it will show in your paper. This topic

must remain of interest to you for a whole semester, so give it some serious consideration. As we cover topics in class, undoubtedly something will come up that you want to learn more about. This would be an ideal paper topic. This part of the assignment requires that you include two to three paragraphs about why this topic is interesting and important. Why should the reader care about the topic? If you simply retell the story of a topic, that's a book report, not a college-level research paper. However, if you explore the significance of a topic, you have the makings of an interesting and important research paper.

3. Thesis statement. What is a thesis statement? A thesis statement is a proposition stated as a conclusion which you will then demonstrate or prove in your paper. It is the focal point around which your research will revolve. It is usually stated in the form of an assertion or statement you resolve through your research. It's not a question; it's an answer. What is the purpose of the thesis statement? The thesis statement guides you, enabling you to focus your research paper and outline what you will write. It allows you to clarify your thinking and determine what is relevant and irrelevant as you do your research. Your research paper must be thesis-driven. A high school level "report" will not receive a passing grade. The thesis must pull together the analysis that follows. Your thesis statement must be specific – it should cover only what you will discuss in your research paper and must be supported with specific evidence. The thesis statement usually appears at the end of the first paragraph of a paper. Early in your paper I should be able to locate the thesis statement. If I ask you "Where is the thesis statement?" you should be able to point to it immediately. How do you come up with a thesis statement? A thesis is the result of a lengthy thinking process and careful deliberation after preliminary research. Formulating a thesis is not the first thing you do after reading a writing assignment. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as surprising contrasts or similarities), and think about the significance of these relationships. Once you do this thinking, you will probably have a "working thesis," a basic main idea, an argument that you think you can support with evidence but that may need adjustment along the way. Your topic may change somewhat as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

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

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of 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)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)