
Term Information

Effective Term Autumn 2023

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 What is Race? Perspectives from Antiquity to the Present
Transcript Abbreviation What is race?
Course Description This course introduces students to ancient Greek and Roman ideas of race, ethnicity, and gender, to the intersections between these ideas in the thought and lived experience of ancient peoples, to how these ideas were used, remade, and redeployed in early modernity and afterward, and to the key role of the ancient Mediterranean in modern racist ideologies
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1299
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

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

- Assess and analyze ancient Greek and Roman primary sources
- Construct clear and evidence-based arguments orally (in class discussion) and in writing
- Interrogate the ways that ancient Greeks and Romans defined and categorized racialized "Others"
- Assess and analyze a wide range of responses to and interpretations of antiquity, with attention to how racism and sexism have informed the study

Content Topic List

- Racism and Classics
 - Ancient ethnography
 - Climate, Race, and Gender
 - Genealogy and Ethnicity
 - Color and the Politics of Ancient Visual Culture
 - Genomics, Classics, and the revival of race science
 - What is race science?

Humanity and Dehumanization

Sought Concurrence

No

Attachments

- GE REGD Classics 3205. What is Race.pdf
(Other Supporting Documentation. Owner: Bacus, Adam Donovan)
- Classics Undergraduate Curriculum Map.xlsx
(Other Supporting Documentation. Owner: Bacus, Adam Donovan)
- CLAS 3205 What is race syllabus rev 1_10.pdf
(Syllabus. Owner: Bacus, Adam Donovan)

Comments

- Revised syllabus uploaded with changes tracked, by the faculty. *(by Bacus, Adam Donovan on 01/10/2023 02:41 PM)*
- Please see Panel feedback e-mail sent 01/04/22. *(by Cody, Emily Kathryn on 01/04/2023 12:11 PM)*

COURSE REQUEST
3205 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/18/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bacus, Adam Donovan	11/21/2022 09:24 AM	Submitted for Approval
Approved	Fullerton, Mark David	11/21/2022 09:37 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/21/2022 01:44 PM	College Approval
Revision Requested	Cody, Emily Kathryn	01/04/2023 12:11 PM	ASCCAO Approval
Submitted	Bacus, Adam Donovan	01/10/2023 02:41 PM	Submitted for Approval
Approved	Fullerton, Mark David	01/10/2023 05:42 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2023 05:42 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/18/2023 05:42 PM	ASCCAO Approval

What is Race? Perspectives from Antiquity to the Present: Syllabus

Classics 3205 Autumn 202X

Course Information

- **Course times and location:** Tuesdays and Thursdays, ~~10:20~~11:00 a.m.-~~11:15~~12:30 p.m.-~~plus weekly Carmen interaction.~~
- **Credit hours:** 3
- **Mode of delivery:** In Person

Instructor

- **Name:** Harriet Fertik / Christopher Parmenter (although this course has been designed to be a template for other faculty interested in teaching the course in the future)
- **Email:** fertik.1@osu.edu / parmenter.14@osu.edu
- **Office location:** 414 University Hall
- **Office hours:** ~~Mondays-Tuesdays~~ and ~~Wednesdays-Thursdays~~ from ~~11:00~~10:20 a.m.-~~12:30~~11:15 p.m.
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvasnotifications) (go.osu.edu/canvasnotifications) to be sure you receive these messages.
 - You are responsible for reading the communications I send about this course, and I do my best to respond promptly to all your emails.

Teaching Assistant

- **Name:** TBA
- **Email:** TBA
- **Recitation times:** TBA

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Description

This course introduces students to ancient Greek and Roman ideas of race, ethnicity, and gender, to the intersections between these ideas in the thought and lived experience of ancient peoples, to how these ideas were used, remade, and redeployed in early modernity and afterward, and to the key role of the ancient Mediterranean in modern racist ideologies. It is a commonplace that that the category of race is an invention of the modern period, tied especially to the Atlantic slave trade. In recent decades, however, scholars have become increasingly attentive to ideas of race in the ancient world and to the prevalence of racism in the disciplines that study the ancient world, especially the field of Classics. In this course, we investigate race in the lives and cultures of ancient Greeks and Romans, and we attend to the intersections of race and ethnicity and race and gender in a wide range of ancient Greek and Roman texts. We also discuss how thinking about race has shaped the study of the ancient past and how ideas of antiquity have informed ideas of race. We confront the racist foundations of the field of Classics and we explore the work of thinkers from the eighteenth century to the present day who have looked to Greece and Rome both to propound and to combat racism and sexism. The course is divided into three units: "Introductions: Race, Power, and Classics," "Race and Intersecting Identities in Greco-Roman Antiquity," and "Diversifying and Whitewashing Ancient History." This course meets the general education foundations category, because it helps explain in accessible terms how Classics influenced the three phases of understanding race in the West, from the (i.) early twentieth-century notion of race as an essential category in world history, to the (ii.) post World-War II notion that race and racism were discrete social constructions created by Europeans as they subjugated the globe after 1492, to the (iii.) current approach of looking for the deep-historical roots of racism set out in the opening sentence.

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Learning Outcomes

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

- Assess and analyze ancient Greek and Roman primary sources
- Interrogate the ways that ancient Greeks and Romans defined and categorized racialized “Others”
- Assess and analyze a wide range of responses to and interpretations of antiquity, with attention to how racism and sexism have informed the study of the ancient world
- Construct clear and evidence-based arguments orally (in class discussion) and in writing

General Education Expected Learning Outcomes:

As part of the Race, Ethnicity, Gender, and Diversity category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- **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.
 - **ELO 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.
 - **ELO 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.
 - **ELO 1.3:** Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
 - **ELO 1.4:** Successful students are able to evaluate social and ethical 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.
 - **ELO 2.1:** Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
 - **ELO 2.2:** Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
 - **ELO 2.3:** Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
- **GOALS AND ELOS:** Students in this course will fulfill the Goals and ELOs for the REGD category by 1) assessing the ways that race, ethnicity, and gender were historically and socially constructed in ancient Greece and Rome 2) evaluating how

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ideas about race, ethnicity, and gender in different cultural contexts have informed responses to and interpretations of the ancient world 3) analyzing the ongoing impact of racist approaches to and conceptions of Greek and Roman antiquity in 21st century US society and culture.

How This Course Works

Mode of delivery: This course is 100% in person

Assignments and Assessments

- **Daily Reading and Preparation:** Come prepared to discuss each day's reading assignment. This means you must complete the reading and be able to consult the assignment in class.
- **Attendance and Participation:** ~~This class is an opportunity to learn from each other, and I look forward to learning from and with you~~ Attendance is mandatory. Class participation is measured by your degree of productive interaction with instructor and other students. ~~You will have opportunities to contribute to class discussion both orally and in writing. Non-contributing students should not expect a high participation grade~~ Students unable to participate in class discussions are suggested to contact me about other ways of contributing. Students are requested to contact instructor in event they cannot be present in class.
- **Response Essays (4):** Each response essay (500-750 words) will focus on close reading and analysis of one of the assigned primary sources. You will have the choice of 6 essay prompts and choose 4 to complete: you must submit 2 essays prior to spring break and at least 1 essay per unit.
- **Midterm Exams (2):** Exams may include maps, short answer, and fill in the blank and multiple choice questions, focusing on material from lectures, discussions, and assigned readings. Midterm exams are not cumulative.
- **Final Essay or Project:** This concluding assignment is an opportunity to dig deeper into a text or topic that you found especially compelling this semester. You will submit a 1-page proposal for a ca. 2000 word essay **or** a substantial creative project (example: podcast, digital exhibition, fiction piece) and meet with me to discuss your proposal and bibliography 1 month prior to the due date. You must consult and cite at least five secondary sources which you access through the OSU Library: we will meet as a class with library staff to help you develop your bibliography.

Credit hours and work expectations: This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

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Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in class: at least twice per week**
You are expected to attend each class having read the assignment and ready to ask questions / share observations. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Electronics:** Cell phones must be turned off and put away during class time. You are welcome to use your computer or tablet for class-related purposes only.

Office hours: optional

Office hours are optional. I encourage you to come talk to me in office hours so we can get to know each other better, and I'm happy to discuss any concerns or questions you have about the course. I'd also love to chat with you about further opportunities for studying the ancient world at OSU. To make an appointment to meet with me, please send me an email.

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Required Materials and/or Technologies

- *Race and Ethnicity in the Classical World: An Anthology of Primary Sources in Translation* (= **KRG**). R.F. **K**ennedy, C.S. **R**oy, and M.L. **G**oldman, eds. (2013), Indianapolis: Hackett. ISBN-13: 978-1-60384-994-4 The textbook is available at the university bookstore, among other options for purchase.
- All additional materials are available through Carmen or the OSU Library.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

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CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

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Grading and Faculty Response

If you need an extension on an assignment or to make up an exam, please contact me as soon as possible. I understand that emergencies happen, but in general, the sooner I know there might be a problem, the more likely we can come to a fair solution.

How Your Grade is Calculated

Assignment Category	Percentage
Attendance and Participation	10 5%
Response Essays	40% (10% each)
Midterm Exams	20% (10% each)
Final Paper or Project	30 25%

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Response essays

Description: Each response essay (500-750 words) will focus on close-reading and analysis of one of the assigned primary sources. You will have the choice of 6 essay prompts and choose 4 to complete: you must submit 2 essays prior to spring break and at least 1 essay per unit.

Midterm exam

Description: Exams may include maps, short answer, and fill in the blank and multiple choice questions, focusing on material from lectures, discussions, and assigned readings. Midterm exams are not cumulative.

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Final essay or project

Description: This concluding assignment is an opportunity to dig deeper into a text or topic that you found especially compelling this semester. You will submit a 1-page proposal for a ca. 2000 word essay **or** a substantial creative project (example: podcast, digital exhibition, fiction piece) and meet with me to discuss your proposal and bibliography 1 month prior to the due date. You must consult and cite at least five secondary sources which you access through the OSU Library: we will meet as a class with library staff to help you develop your bibliography.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA/APA/Chicago style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

Grading Scale

93–100: A
90–92.9: A- 87–
89.9: B+ 83–86.9: B

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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

Other Course Policies

Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Electronics:** Cell phones must be turned off and put away during class time. You are welcome to use your computer or tablet for class-related purposes only.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

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Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

[As a student you may experience a range of issues that can cause barriers to learning, 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](#)

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~~lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline. As a student you may experience a range of issues that can cause barriers to learning, 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 mental health resources \(go.osu.edu/ccsondemand\)](https://go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614-292-5766. **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website \(suicidepreventionlifeline.org\)](https://suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app \(go.osu.edu/wellnessapp\)](https://go.osu.edu/wellnessapp) is also a great resource.~~

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. 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.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu

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- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Unit 1: Introductions: Race, Power, and Classics

Week 1: Definitions of Race

MonTues.: *Introduction to the course* (day 1: no assignment)

WedThurs.: *Defining race*

Podcast: ["How Diverse Was The Ancient Mediterranean? with Professors Sarah Derbew and Nandini Pandey"](#) (*Getting Curious With Jonathan Van Ness*)

B. Fields and K. Fields (2012), *Racecraft* 1-24

G. Smithsimon (2018), ["How to See Race"](#) (*Aeon.co*)

□ Optional

M. Omi and H. Winant (2015 [1986]) *Racial Formation in the United States*, 1-18

Week 2: Racism and Classics

Note: *Many of this week's assignments are short, accessible publications from public-facing venues.*

-TuesMon. *Racism and scholarship*

D. McCoskey (2012), "Whose History?" (Chapter 4 of *Race: Antiquity and Its Legacy*)

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R. Poser (2021), "[He Wants to Save Classics from Whiteness: Can the Field Survive?](#)" (*The New York Times*)

J. C. Quinn (2018), "[Time to move on: Arguing against traditional definitions of the 'Classics.'](#)" (*Times Literary Supplement*)
 □ Optional:

P. Rankine (2019), "The Classics, Race, and Community-Engaged or Public Scholarship" (*American Journal of Philology*)

TuesThurs. Racism and the classroom

Y. Badhe (2020), "['Fancy an Indian Studying Greek!' How I Found My Place in the Classical Tradition as a British Indian.](#)" (*The Oxford Student*)

E. Giusti (2018), "[Decolonizing Blackness. Alongside the Classics Curriculum: A Conversation with Dr. Sarah Derbew](#)" (*University of Warwick Guest Speaker Interviews*)

J. M. Seo (2019), "Classics For All: Future Antiquity From a Global Perspective" (*American Journal of Philology*)

M. Umachandran (2017), "[Fragile, Handle With Care: On White Classicists](#)" (*Eidolon*)

□ Optional:

↳ **J. S. Martinez Arriaga** (2020), "[7 Questions for Classics Scholar Dan-el Padilla Peralta.](#)" (*Exeter Today*)

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Week 3: Reclaiming the Classical Past?

MonTues. Antiquity Beyond "Classics"

J.C. Pennington (1841), *A Text Book of the Origin and History, &c &c, of the Colored People*. Part 1

WedThurs. Black Classicisms

S. P. Haley (1993), "[Black Feminist Thought and Classics: Remembering, Re-claiming, Re-empowering](#)"

E. A. Hairston (2013), *The Ebony Column: Classics, Civilization, and the African American Reclamation of the West*, pp. 1-14

E. Ewing (2019), "1773" (poem about Phillis Wheatley for *The 1619 Project*)

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FINAL DUE DATE FOR UNIT 1 RESPONSE

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Unit 2: Race and Intersecting Identities in the Ancient Mediterranean: WHAT IS ETHNICITY?

Week 4: Ancient ethnography

MonTues. Writing about the 'Other'

College of Arts and Sciences
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KRG 14.2 (Herodotus 4.2-3, 4.5-12, 4.17-27, 4.46, 4.59-76, 4.78-80, 4.9396, 4.102-107) □ Optional

KRG 2.3 (Thucydides 1.2-12)

WedThurs. *Parodies of Ethnography*

Lucian, *True Histories* (selections)

Week 5: Climate, Race, and Gender

MonTues. *Gendered and Racialized Softness and Hardness*

KRG 3.1 (Hippocrates, *Airs, Waters, Places* 12-24)

KRG 3.8 (Vitruvius 6.1.3-5, 8-11)

□ Optional:

KRG 3.2 (Herodotus 3.12)

KRG 3.7 (Cicero *On Divination* 2.96-97)

KRG 3.11 (Pliny the Elder, 2.79-80)

KRG 3.12 (Ptolemy 2.2)

B. Isaac (2004) *The Invention of Racism in Classical Antiquity*, 82-109.

WedThurs. *Environmental Theories and Their Reception*

Herodotus 3.79-87

Montesquieu (1748), *The Spirit of the Laws*, vol. 1, bk. 14;

E. Huntington (1915) *Climate and Civilization*, 367-73;

□ Optional:

KRG 3.3 (Herodotus 9.22)

KRG 3.5 (Aristotle, *Politics* 7.5.6.1327b)

Aristotle, *Politics* bk 5 (selections);

J. Diamond (1997), *Guns, Germs, and Steel*, 5-34

Week 6: Genealogy and Ethnicity

MonTues. *Genealogy and the world of elites*

Homer, *Iliad* 6.119-236

KRG 2.2 (Herodotus 7.150)

J.M. Hall (2002) *Hellenicity: Between Ethnicity and Culture* 9-29

WedThurs. *Genealogy and the law in Athens—and its legacy*

KRG 4.1 (Plutarch *Pericles* 37.1-5)

S. Lape (2010) *Race and Citizen Identity in the Classical Athenian Democracy*, 1-19

□ Optional:

U.S. Circuit Court for the District of Massachusetts (1909), *In re Halladjian*.

Week 7: Heredity

MonTues. *Is excellence hereditary?*

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KRG 4.8 (Plato, *Republic* 414d-415c, 459a-e)
S. Gould (1996), *The Mismeasure of Man*, 188-204
W.E.B. du Bois (1904), "Heredity and the Public Schools"
Optional

D. Challis (2013), *The Archaeology of Race*, 45-65;

WedThurs. *The earliest theories of evolution*

Lucretius, *De rerum natura* 5.772-1104

J.-B. Lamarck (1809), in A.S. Weber (2000), *Nineteenth-Century Science*, 49-66

□ *Optional*

G. Heng (2018), *The Invention of Race in the Middle Ages*, 138-50

Week 8: Culture

MonTues. *What makes Greeks 'Greek?'*

KRG 5.4 (Herodotus 3.16, 27-29, 38)

Isocrates, *Panegyricus*

KRG 5.6 (Herodotus 8.144)

Optional

Xenophanes frs. 15-16 DK

KRG 5.2 (Antiphon, *On Truth*)

KRG 5.3 (Herodotus 1.56-57)

WedThurs. *What counts as a 'culture?'*

W.E.B. Du Bois (1897), "The Conservation of Races"

B. Trigger (1989), *A History of Archaeological Thought*, 161-74;

C. Jeffers, "The Cultural Theory of Race: Yet Another Look at Du Bois's 'The Conservation of Races'" (2013)

□ *Optional*

R. Benedict (1934), *Patterns of Culture*, 1-18

MIDTERM EXAM

Week 9: Humanity and Dehumanization

MonTues. *Enslavement, Gender, and Subordination*

Aristotle, *Politics* 1

Seneca, *Letter* 47

WedThurs. *Who counts as -human?*

T. Jefferson (1785), *Notes on the State of Virginia*, Query 14;

G. Holmes (1850), "Observations on a Passage in the Politics of Aristotle;"

□ *Optional*

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E. Greenwood, "Reconstructing Classical Philology: Reading Aristotle
Politics 1.4 after Toni Morrison"

Week 10: Defining the Human Race

MonTues. *The body of the 'Other'*

KRG 1.5 (Homer, *Odyssey* 9.105-39, 171-298);

KRG 9.1 (Hanno, *Periplus*)

C. Linnaeus, *Systema Naturae* (1758), 20-24; *Optional*:

C. Bosak-Schroeder, "Making Specimens in the Periplus of Hanno and its Imperial Tradition;"

J.F. Blumenbach (1775), "The Negro;"

WedThurs. *Interpreting monsters*

Pseudo-Aristotle, *Physiognomica*

Augustine, *City of God* 16.8 *Optional*:

J.J. Cohen (1996), "Monster Culture: Seven Theses;" **M.**

Gleason (1996), *Making the Man*, 21-54

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FINAL DUE DATE FOR UNIT 2 RESPONSE

Unit 3: Diversifying and Whitewashing Ancient History

Week 11: Case Studies in the Other: Germania

MonTues. *Tacitus' barbarian history*

Tacitus, *Germania*

WedThurs. *Afterlives of the barbarian*

C. Krebs, *A Most Dangerous Book* (2012), selections **A. Julia**

Cooper, *A Voice from the South*, selections

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Week 12: Case Studies in the Other: Egypt

MonTues. *Ethnographies of Egypt*

KRG 7.1 (Herodotus 2.2-5, 13-18, 28, 30-32, 35-42, 46-48)

KRG 7.8 (Juvenal 15.1-13, 27-93, 100-31)

□ *Optional*:

Herodotus 2.104-6

WedThurs. *Egypt as African civilization*

D. Walker (1829), *Walker's Appeal*, ch. 1

F. Douglass (1854), "Claims of the Negro Ethnologically Considered"

□ *Optional*:

W.E.B. Du Bois (1914), *The Star of Ethiopia*

G.M.G. James, *Stolen Legacy*, introduction

V. Davies (2019-20), "W.E.B. Du Bois, a new voice in Egyptology's disciplinary history."

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DUE DATE FOR FINAL PROJECT PROPOSAL
MIDTERM EXAM

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Week 13: What is race science?

-TuesMon. *Understanding race science*

S. Gould (1996), *The Mismeasure of Man*, 51-104

M. Grant (1916), *The Passing of the Great Race*, vii-xxi, 1-10

WedThurs. *The race scientists and antiquity*

S.G. Morton (1839), *Crania Americana*, p. 1-5, 24-31, 86-95

T. Frank (1916), "Race Mixture in the Roman Empire:

□ Optional:

S.G. Morton (1844), *Crania Aegyptiaca*, 1-10

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Week 14: Genomics, Classics, and the revival of race science

MonTues. *Genomics and the revival of race science?*

A. Montagu (1950), *UNESCO Statement on Race*

D. Reich (2018), *Who We Are and How We Got Here*, xi-xxv, 247-73

J. Kahn et al. (2018), "How Not to Talk about Race and Genetics"

A. Saini (2019), *Superior*, 109-25

□ Optional:

L. Cavalli-Sforza et al. (1994), *The History and Geography of Human Genes*, xi-xii, 1-24

J. Siapkis (2016), "Archaeological Negotiations of Scientific Racism"

A. Lefkaiditou (2019), "Physical Anthropology and the Construction of National Identity"

ThursWed. *Genomics and the present*

CHOOSE one of two sets of readings:

A: *Genomics and Aegean prehistory*

I. Lazaridis et al. (2017) "Genetic origins of the Minoans and Mycenaeans"

G. Stamatoyannopoulos et al. (2017), "Genetics of the peloponnesean populations" (*sic*)

D. Nakassis (2017) "[On genetics and the Aegean Bronze Age.](#)"

Y. Hamilakis (2017), "[Who are you calling Mycenaean?](#)";

I. Lazaridis et al. (2022), "A genetic probe into the ancient and medieval history of Southern Europe and West Asia."

B: *Genomics and the 'race' of the ancient Egyptians*

G. Gliddon and J.C. Nott (1854), *Types of Mankind*, selections

V.J. Schuenemann et al. (2017), "[Ancient Egyptian mummy genomes.](#)"

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J.-P. Gourdine et al. (2018), "[Ancient Egyptian Genomes:](#)"

Week 15: Color and the Politics of Ancient Visual Culture

Note: This week's assignments are accessible publications from publicfacing venues.

MonTues. [Polychromy](#)

Explore this website: [Gods in Color: Polychromy in Antiquity](#)

Podcast: [Living in a Material World: Jennifer Stager and Technicolour Statues](#) (*Peopling the Past*)

S. Derbew (2018), "[An Investigation of Black Figures in Classical Greek Art](#)" (*Getty Blog*)

WedThurs. [Myths of Whiteness](#)

M. Talbot (2018), "[The Myth of Whiteness in Classical Sculpture](#)" (*The New Yorker*)

L. Monteiro (2020), "[Power Structures: White Columns, White Marble, White Supremacy.](#)" (*Medium*)

Optional:

S. Bond (2017), "[Why We Need To Start Seeing the Classical World in Color.](#)" (*Hyperallergic*)

Z. Small (2022), "[That Painted Greek Maiden at the Met](#)" (*The New York Times*)

FINAL DUE DATE FOR UNIT 3 RESPONSE

DUE DATE FOR FINAL PROJECT,

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GE Foundation Courses

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.

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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)

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)

Course Subject & Number: _____

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.

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.