

Term Information

Effective Term Autumn 2024
[Previous Value](#) Autumn 2022

Course Change Information

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

Title
Scope of course content
General education category (Theme: Migration, Mobility and Immobility for the new general education program)

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

Revisions account for recent developments in scholarship and align with revised general education program. Much of the content covered in previous versions of this course suited the "Migration, Mobility, and Immobility" Theme in the new Gen Ed. The proposed revision clarifies and emphasizes how course content meets ELOs associated with this theme and also makes engagement with scholarship (suitable for the "Themes" level) central to the course.

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)?

This course will expand our ability to attract and serve students in the upper-level Themes courses of the new Gen Ed. No other implications known.

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 Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3203
Course Title War and Displacement in Ancient Greek and Roman Literature
[Previous Value](#) *War in Ancient Greek and Roman Literature*
Transcript Abbreviation WarAnctGrkRomLit
Course Description This courses focuses on 1) war and displacement in ancient Greek and Roman literature and 2) current scholarship on migration, mobility, and immobility in the ancient world. We investigate whether and how ancient literary texts (typically produced by elite men) can be used to study broader phenomena in the experience of ancient peoples, such as displacement, exile, and captivity.
[Previous Value](#) *Study of ancient warfare as a complex political, social, cultural, and economic process through the lens of Greek and Latin literary texts.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week
[Previous Value](#) 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

Prerequisites and Exclusions

Prerequisites/Corequisites	English 1110.xx, GE foundation writing and info literacy course, or permission of instructor
<i>Previous Value</i>	
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

General Education course:
Literature; Migration, Mobility, and Immobility
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Literature; Literary, Visual and Performing Arts
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

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).
- 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
- 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

[Previous Value](#)

Content Topic List

- War and displacement in ancient Greek and Roman literature
- Scholarship on migration, mobility, and immobility in ancient Greece and Rome
- Ancient Greek and Latin epic
- Ancient Greek tragedy
- Ancient Roman historiography
- Receptions of ancient Greek and Roman literature

[Previous Value](#)

- [Greek and Roman warfare](#)
- [Greek and Roman literature](#)
- [Greek and Roman culture](#)
- [Greek and Roman history](#)
- [Modern reception of ancient warfare](#)
- [Ancient warfare in film](#)
- [Modern warfare](#)

Sought Concurrence

No

[Previous Value](#)

Attachments

- Fertik War syllabus.pdf: Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)
- submission-migration-mobility-immobility Fertik.pdf: Themes course proposal form
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)

Comments

COURSE CHANGE REQUEST
3203 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/06/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Walton, Rachel Kathryn	11/01/2023 08:55 AM	Submitted for Approval
Approved	Fullerton, Mark David	11/01/2023 08:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/06/2023 11:48 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/06/2023 11:48 AM	ASCCAO Approval

Classics 3203: War and Displacement in Ancient Greek and Roman Literature

Spring 2025 W/F 11:10-12:30

GE Theme: Migration, Mobility, and Immobility

Instructor: Prof. Harriet Fertik

Email: fertik.1@osu.edu

Office Hours: University Hall 426, Wednesday 1-3pm and by appointment

Format of instruction: In-Person Lecture 3 credit hours

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.

Description

War was a key driver of and constraint on mobility in the ancient Greek and Roman worlds. Major works of ancient literature focus on the impact of war on the mobility and immobility of different communities and groups, especially women (as in Homeric epic and Greek tragedy) and indigenous peoples and refugees (as in Roman epic and historical narratives). A central issue in the study of Greek and Roman antiquity today, however, is to what extent we can use literary accounts, which were typically produced by elite men, to study broader phenomena in the experience of ancient peoples, such as displacement, exile, and captivity. Throughout this course, we will explore current scholarship on the possibilities and the challenges that literary texts present for the study of the ancient past, and we will discuss the implications of these debates for the goals of our different fields and areas of study.

No knowledge of Greek or Latin is required for this course: we will read all ancient sources in English translation. We begin with an overview of historical context and trends in scholarship on war and mobility in classical antiquity. The central units in the course each focus on a key ancient text or group of texts on war and displacement: Homer's *Iliad* (8th century BCE), Euripides' tragedies (5th century BCE), Vergil's *Aeneid* (1st century BCE), Josephus' *Jewish War* and Tacitus' *Agricola* (1st century CE). The core texts in each unit are supplemented with substantial selections from recent scholarship on war and displacement in the ancient world, which represent a range of disciplines (such as literary criticism, history, archaeology, and political theory).

Goals & Expected Learning Outcomes

This course fulfills the general requirements and expected learning outcomes for GE Themes.

Goals	Expected Learning Outcomes	In this course
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to... 1.1. Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students... <ul style="list-style-type: none"> • read ancient texts from a variety of genres (epic, tragedy, and historiography) and time periods (8th century BCE-1st century CE) • read scholarship from multiple disciplines (literature, archaeology, history, and political theory). • complete frequent low-stakes writing assignments • develop, research, and write a substantial final essay
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	<ul style="list-style-type: none"> • engage closely with scholarship on current issues in the study of war and displacement in the ancient world • engage with a range of methodological approaches to ancient texts
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.	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> • identify, describe, and synthesize <ul style="list-style-type: none"> ○ approaches to mobility and immobility in scholarship ○ experiences of war and displacement as represented in ancient Greek and Roman literature
	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.	<ul style="list-style-type: none"> • complete scaffolded reading and writing assignments <ul style="list-style-type: none"> ○ primary texts ○ scholarship ○ in-class writing exercises ○ essay exams • participate in scheduled discussion on developing an essay proposal and best practices for building a bibliography • meet with instructor individually to discuss final essay proposal and preliminary bibliography • participate in peer review exercise on introductory paragraphs

		<ul style="list-style-type: none"> complete substantial final essay on an ancient Greek or Roman text relevant to the course themes but not assigned for the course
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This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (MMI).

Goals	Expected Learning Outcomes	Related course content
GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.	Successful students are able to... 3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).	In this course, students... <ul style="list-style-type: none"> focus on the social, cultural, political, and environmental causes of the displacement of peoples in ancient Greek and Roman narratives of war, especially <ul style="list-style-type: none"> women in Greek epic and tragedy indigenous communities in Roman epic and historiography) analyze different scholarly approaches to ancient migrations and their causes
	3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	<ul style="list-style-type: none"> describe and analyze <ul style="list-style-type: none"> how ancient Greek and Roman war narratives from a variety of periods and genres portray the mobility and immobility of different groups the effects of the mobility and immobility of these groups on ancient Greek and Roman societies explore how artists draw on ancient war literature to respond to refugee crises today
GOAL 4: Successful students will explain a variety of scholarly or	4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of	<ul style="list-style-type: none"> discuss the central role of displacement and migration in narratives that ancient Greeks and Romans used to define and articulate their beliefs and values, especially:

artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.	individuals and/or institutions.	<ul style="list-style-type: none"> ○ literature related to the Trojan War (the <i>Iliad</i>, Greek tragedy, the <i>Aeneid</i>) ○ histories of imperial conquest and expansion (Josephus' <i>Jewish War</i> and Tacitus' <i>Agricola</i>) ● explore how ancient narratives of forced displacement interact with modern beliefs and values <ul style="list-style-type: none"> ○ Syrian refugees' engagements with Greek tragedy ○ modern Jewish pilgrimages to the Arch of Titus, a Roman victory monument
	4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.	<ul style="list-style-type: none"> ● critically assess ancient literary representations of migration, mobility, and immobility with an eye to whose voices and experiences are and are not represented ● discuss a range of scholarly approaches to working with or accounting for these absences or silences

This course fulfills the goals and expected learning requirements for Legacy General Education: Literature.

Goal	Expected Learning Outcomes	Related Course Content
Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.	Successful students are able to... <ol style="list-style-type: none"> 1. Students analyze, interpret, and critique significant literary works. 	In this course, students... <ul style="list-style-type: none"> ● analyze and interpret major ancient texts on war and displacement from a variety of genres (epic, tragedy, and historiography) and time periods (8th century BCE-1st century CE) ● analyze and critique diverse scholarly approaches to war and displacement in ancient literary texts and ancient cultures

		<ul style="list-style-type: none"> critically assess ancient literary representations of migration, mobility, and immobility with an eye to whose voices and experiences are and are not represented discuss a range of scholarly approaches to working with or accounting for these absences or silences
	<p>2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.</p>	<ul style="list-style-type: none"> discuss the central role of displacement and migration in literature that ancient Greeks and Romans used to define and articulate their values examine values expressed in ancient and modern narratives of forced displacement develop, research, and write a substantial final essay on an ancient literary text

Expectations, Assignments, and Assessments

Daily Reading: This course requires a substantial amount of reading: you are expected to read the texts assigned for each day before class and to have the texts available to consult during class time. It takes practice to develop strengths and skills as a reader, and this course is an opportunity to do that. Allow yourself time to read carefully and take notes as you go. What do you find most striking, strange, compelling, or funny? What did you find confusing or unclear? What connections do you notice with previous reading assignments for the course or other courses you have taken? What more would you like to know?

Attendance and Participation: Attending class is essential for success in this course. Class time is an opportunity to learn from each other, and I look forward to learning from and with you. Please take a moment to consider whether you are usually more of a listener or more of a talker in class discussion. If you are more of a listener, make sure you are challenging yourself to share

your ideas. If you are more of a talker, make sure you are allowing space to hear what others have to say.

In-Class Writing Exercises: You will complete low-stakes writing assignments during class throughout the semester (expect 1 per week): these will be marked complete (full credit) or incomplete (no credit). **Some of these assignments are posted on the course schedule, but most will not be.** These assignments can only be completed in class and cannot be made up, but the lowest two scores will be dropped.

Midterm Exams (2): Take-home essay exams focused on the assigned reading. You will be given an essay prompt and a set of passages from assigned primary sources. You will need to use both the specific primary sources provided **and** assigned readings from scholarly literature (of your choice) to answer the prompt. Your exams will be graded on a 10-point scale:

- Basics (up to 1 point): Does the author focus on the texts selected for the assignment? Does the essay meet the word count requirement (750 words minimum)?
- Evidence (up to 3 points): Does the author cite evidence from both the selected passages and assigned scholarly literature? Does the author choose evidence that is relevant to the discussion and avoid evidence that is not relevant? Does the author account for the wider context of the evidence cited?
- Analysis (up to 4 points): Does the author provide a clear statement of the main point of the essay (i.e., a thesis)? Does the author provide an interpretation of the text(s), instead of simply summarizing them? Does the author focus on issues in the text(s) that are debatable or open to different interpretations? Does the author go beyond the most general or obvious observations and express their own point of view?
- Polish (up to 1 point): Is the writing clear and easy to understand? Does the author choose words thoughtfully and carefully (i.e., do the words chosen make sense in context)?

You do not need, and should not consult, any sources to complete this essay other than the assigned readings and your class notes, and the essay you submit must be your own work.

Final Essay: You will write an essay (10 pages) focusing on an ancient Greek or Roman text relevant to themes of this course. Any text we read in full is off-limits: you must choose a text or part(s) of a text that was not assigned during the semester. Your bibliography must include at least 5 scholarly sources, with no more than 2 drawn from the course syllabus. To help you prepare for this assignment, we will spend the class session prior to spring break reviewing the guidelines, discussing best practices for building your bibliography, and brainstorming possible topics. You will prepare a 1-page outline and preliminary bibliography to discuss in an individual meeting with me during the last week of classes, and we will also do an in-class peer review exercise on the last day of class.

Grading

In-Class Writing Exercises: 20%

Midterm Exams: 50% (25% each)

Final Essay: 30%

Course Policies

Attendance: Attending class is essential for success in this course, but illnesses and emergencies happen. You should not attend class if you are sick. If you must be absent, please email me to let me know in advance, and plan to attend office hours to get caught up. If you know you must be absent for multiple class sessions, please contact me immediately to discuss accommodations.

Communication: All information about the course will be communicated through Canvas. You are responsible for reading all communications sent about this course. If you have a question, email me directly at fertik.1@osu.edu. I do my best to respond to all emails within 24 hours during the week, or 48 hours over the weekend.

Electronic Devices: You are welcome to use your computer or tablet for class-related purposes only. Cell phones must be set to silent and put away unless you are using them to access Carmen for an in-class assignment. Using electronic devices for purposes not related to class is distracting, not only to you but to your fellow students: be considerate of your classmates' learning as well as your own.

Extensions and Make-Ups: Extensions or make-ups must be requested via email at least 24 hours in advance of the deadline (except in case of emergency) and are subject to approval.

Office Hours: If you need to discuss any course material or assignments, you should plan to attend my office hours. I encourage you to come to office hours to introduce yourself, chat about your academic interests, and discuss further opportunities for studying the ancient world at OSU.

University Policies

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://studentlife.osu.edu/csc/>. Please contact Prof. Fertik if you have questions about what constitutes academic misconduct in this course.

Disability Services: 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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

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 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.

Course Schedule (subject to change, with notice!)

Unit 1: Introductions

Overview: Geography and Chronology

Jan 8

- **In class:** clips from *Troy: Fall of a City* (2018) and *HBO Rome* (2005-2007) and **in-class writing exercise**

Overview: Research Questions

Jan 10

- Marcus Folch (2021), "Is Red Figure the New Black? The Imprisonment of Women in Classical Athens," *Ramus* 50.1-2, pp. 45-67
- Susan Lape (2021), "Mobility and Sexual Laborers in Menander's *Dis Exapaton* and Plautus' *Bacchides*," *Ramus* 50.1-2, pp. 25-42

Jan 15

- Walter Scheidel (2011), "The Roman Slave Supply," in *The Cambridge World History of Slavery, Volume 1*, pp. 287-310
- Sailakshmi Ramgopal (2022), "Connectivity and Disconnectivity in the Roman Empire," *Journal of Roman Studies* 112, pp. 215-235
- [Peopling the Past Podcast \(2023\): "These Boots are Made for Walking: Women's Mobility and Migration in the Roman Empire with Marie-Adeline Le Guennec"](#)

Unit 2: Homer's *Iliad* (8th century BCE): Gender, Mobility, and Immobility

Abduction and the Origins of the Trojan War

Jan 17

- *Iliad* 1, 2 (selections), 3
- Herodotus 1.1-1.5

Women Between Home and the Battlefield

Jan 22

- *Iliad* 6-9
- Ariadne Konstantinou (2016), "Hestia and Eos: Mapping Female Mobility and Sexuality in Greek Mythic Thought," *American Journal of Philology* 137.1, pp. 1-24

Jan 24

- *Iliad* 18-19
- François Lissarrague (2015), "Women Arming Men: Armor and Jewelry," in *Women and War in Antiquity*, pp. 71-81

Jan 29

- *Iliad* 22-24
- [Excerpt from Pat Barker \(2018\), *The Silence of the Girls*](#)
- [Emily Wilson \(2018\), "Review: A Feminist *Iliad*," *The Guardian*](#)
- Daniel Mendelsohn (2021), "The Many Wars of Pat Barker," *The New Yorker*

Historical Perspectives on Women and Greek Warfare

Jan 31

- Kathy Gaca (2015), "Ancient Warfare and the Ravaging Martial Rape of Girls and Women: Evidence from Homeric Epic and Greek Drama," in *Sex in Antiquity*, pp. 278-297
- Stella Georgoudi (2015), "To Act, Not Submit: Women's Attitudes in Situations of War in Ancient Greece," in *Women and War in Antiquity*, pp. 200-213

Unit 3: Euripides' Tragic Women (5th century BCE): Captivity and Forced Displacement

Women of Troy: Defeat, Exile, Imprisonment

Feb 5

- Euripides, *Hecuba*

Feb 7

- Euripides, *Trojan Women*
- **In class** videos:
 - [abridged production of *Trojan Women* by the National Theater of Korea](#) (2020)
 - ["The Trojans on Location"](#) (excerpts from "The Trojan Women Project," performed by Syrian refugees in Scotland) (2021)

Feb 12

- Euripides, *Andromache*
- [Cynthia Haven, "Crossing Borders: A. E. Stallings bears witness to Europe's refugee crisis" \(Poetry 2017\)](#)
- A. E. Stallings, ["The City \(after Cavafy\)" \(2017\)](#), ["Aegean Epigrams" \(2016\)](#), ["Empathy" \(2016\)](#)

Medea and Migration

Feb 14

- Euripides, *Medea*
- In class video: ["Rebecca Futo Kennedy Talks About Migrant Women in the Ancient Greek World" \(Peopling the Past 2020\)](#)

Feb 19

- Demetra Kasimis (2020), "Medea the Refugee," *Review of Politics* 82.3, pp. 393-415
- [Kameleon Classics Podcast \(2022\): "Classics and the Politics of Migration, with Demetra Kasimis"](#)

Midterm Exam 1 (Take-Home)

Feb 21

Unit 4: Vergil's *Aeneid* (1st century BCE): War, Flight, and Resettlement

Fleeing Troy

Feb 26

- *Aeneid* 1-2

Feb 28

- *Aeneid* 4
- Elena Giusti (2018), *Carthage in Virgil's 'Aeneid': Staging the Enemy under Augustus*, pp. 88-127

Settling in Italy

Mar 5

- *Aeneid* 6, 7 (selections), 8 (selections)
- Neville Morley (2010), *The Roman Empire: Roots of Imperialism*, pp. 38-69

March 7

- **In class:** We will discuss options for the final essay and review the assignment guidelines and best practices for building your bibliography. As a group, we will brainstorm possible topics and develop a list you can use you get started.

Spring Break

Mar 19

- *Aeneid* 12
- Elisa Perego and Rafael Scopacasa (2018), "The Agency of the Displaced? Roman Expansion, Environmental Forces, and the Occupation of Marginal Landscapes in Ancient Italy" *Humanities* 7.4.

Mar 21

- Livy (1st century BCE), *History of Rome* 1 (selections)
- Evan Jewell (2019), "(Re)moving the Masses: Colonisation as Domestic Displacement in the Roman Republic," *Humanities* 6.3, pp. 1-41.

Unit 5: Roman Histories (1st century CE): Josephus and Tacitus on Displacement and Conquest

Resistance and Expulsion in Roman Judaea

Mar 26

- Martin Goodman (2019), *Josephus's The Jewish War: A Biography*, pp. 1-17
- Josephus, *The Jewish War*, selections from Book 2 and 5

Mar 28

- Josephus, *The Jewish War*, selections from Book 6 and 7
- Steven Fine (2021), “‘Titus, You’re Gone, but We’re Still Here, *Am Yisrael Chai*:’ Modern Jewish Pilgrimage to the Arch of Titus,” in *The Arch of Titus: From Jerusalem to Rome—and Back*, pp. 141-70

Apr 2

- Dan-el Padilla Peralta (2020), “Epistemicide: the Roman Case,” *Classica - Revista Brasileira De Estudos Clássicos*, 33.2, pp. 151-186.
- Galit Hasan-Rokem (2021), “A Narrative Triumph: The Rabbis Write Back to the Empire,” in *The Arch of Titus: From Jerusalem to Rome—and Back*, pp. 55-62

War and Mobility in Roman Britain

Apr 4

- Tacitus, *Agricola*

Apr 9

- Greg Woolf (2013), “Female Mobility in the Roman West,” in *Women and the Roman City in the Latin West*, pp. 351-368
- **Choose one:**
 - Elizabeth M. Greene (2013), “Female Networks in Military Communities in the Roman West: A View from the Vindolanda Tablets,” in *Women and the Roman City in the Latin West*, pp. 369-390
 - Lien Foubert (2013), “Female Travellers in Roman Britain: Vibia Pacata and Julia Lucilla,” in *Women and the Roman City in the Latin West*, pp. 391-403

Midterm Exam 2 (Take-Home)

April 11

Unit 6: Conclusions

Concluding discussion: violence and migration, ancient and modern

April 16

- **In class writing assignment:** listen to and discuss excerpts from [“Are We There Yet?” \(This American Life, July 29, 2016\)](#) and [“The Out Crowd” \(This American Life, November 19, 2019\)](#)

Meeting and preparation for final essay

April 18

- Individual meetings (20 minutes each) to discuss proposal for final essay and preliminary bibliography. Meetings will be scheduled for April 14-18.
- In class peer review exercise: introductory paragraph and thesis statement

GE Theme course submission worksheet: Migration, Mobility, & Immobility

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

War was a key driver of and constraint on mobility in the ancient Greek and Roman worlds. Major works of ancient literature focus on the impact of war on the mobility and immobility of different communities and groups, especially women (as in Homeric epic and Greek tragedy) and indigenous peoples and refugees (as in Roman epic and historical narratives). A central issue in the study of Greek and Roman antiquity today, however, is to what extent we can use literary accounts, which were typically produced by elite men, to study broader phenomena in the experience of ancient peoples, such as displacement, exile, and captivity. Throughout this course, we will explore current scholarship on the possibilities and the challenges that literary texts present for the study of the ancient past, and we will discuss the implications of these debates for the goals of our different fields and areas of study. The central units in the course each focus on a key ancient text or group of texts on war and displacement: Homer’s *Iliad* (8th century BCE), Euripides’ tragedies (5th century BCE), Vergil’s *Aeneid* (1st century BCE), Josephus’ *Jewish War* and Tacitus’ *Agricola* (1st century CE). The core texts in each unit are supplemented with substantial selections from recent scholarship on war and displacement in the ancient world, which represent a range of disciplines (such as literary criticism, history, archaeology, and political theory). No knowledge of Greek or Latin is required for this course: we will read all ancient sources in English translation.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	The reading and writing assignments are all designed to give students opportunities for critical and logical thinking, both when they read and write independently and during class meetings. Students will read ancient texts from a variety of genres (epic, tragedy, and historiography) and time periods (8 th century BCE-1 st century CE) as well as scholarship from multiple disciplines (literature, archaeology, history, and political theory). To prepare for the larger assignments (the midterm essay exams and final essay), students will complete frequent low-stakes writing assignments in class. For example, on our first day of class we will watch selections from <i>Troy: Fall of a City</i> (2018) and <i>HBO Rome</i> (2005-2007): students will discuss (in conversation and writing) how these TV programs represent the enslavement and exile of peoples in the context of ancient warfare, and what kinds of evidence we might need to tell stories about mobility and immobility in antiquity. These conversations are intended to prepare students to approach the literary texts we read in this class with an eye toward critical assessment and analysis.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	While foundations courses in Classics focus primarily on ancient texts, the goal of this advanced course is to engage closely with scholarship on these sources, with attention to current debates in the field. The core texts (Homer’s <i>Iliad</i> , Euripides’ tragedies, Vergil’s <i>Aeneid</i> , Josephus’ <i>Jewish War</i> and Tacitus’ <i>Agricola</i>) in each unit are supplemented with recent scholarship on war and displacement in the ancient world, which represent a range of methodological approaches to ancient texts. For example, in Unit 2, we read substantial selections of Homer’s <i>Iliad</i> , focusing especially on the mobility and immobility of women both during and after the Trojan War. Alongside the ancient epic, we read scholarship in intellectual history (on women’s mobility as a concern in ancient Greek ideals of gender and sexuality) and social history (on ancient Greek women’s experiences as captives of war as well as agents in battle). In Unit 3, we look at how political theory uses Greek tragedy (particularly Euripides’ <i>Medea</i>) to theorize migration.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students will identify, describe, and synthesize 1) approaches to mobility and immobility in scholarship and 2) experiences of war and displacement as represented in ancient Greek and Roman literature. For example, Unit 1 orients students to developments in the study of mobility and immobility in Greco-Roman antiquity: we will read a diverse selection of work from fields like literary studies (mobility of sex workers in Hellenistic drama), history (the incarceration of women in Classical Athens), and demography (war, the

	slave trade, and the slave supply in the Roman world). In-class discussion and writing exercises will give students the opportunity to compare and contrast what they find compelling or lacking in these different scholarly approaches. The midterm exams and final essay will require students to synthesize evidence from primary texts and to describe how the scholarship we have studied can help us to interpret and assess these texts.
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.	Assignments are designed to help students to build up to a substantial final essay on an ancient Greek or Roman text relevant to the course themes but not assigned for the course. Reading assignments help students to determine what kinds of texts they might be interested in exploring further. Low-stakes, in-class writing assignments will give students the opportunity to assess and reflect on their comprehension of key themes and questions in the course (note: to encourage attendance and participation, most in class writing assignments are not listed on the course schedule). For the midterm essay take-home exams, one focused on Greek and one on Roman literature, students will use a set of selected passages from assigned primary sources, and their own choice of readings from assigned scholarly literature. We will have a scheduled class discussion on building bibliographies for the final essay. Students will meet with me individually to discuss proposals for their essays and will participate in a peer review exercise on their introductory paragraphs. These scaffolded assignments give students opportunities to reflect on their progress as learners, thinkers, readers, and writers throughout the course and in the context of their wider academic experiences.

Goals and ELOs unique to Migration, Mobility, & Immobility

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

	Course activities and assignments to meet these ELOs
ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	Students focus on the social, cultural, political, and environmental causes of the displacement of peoples in ancient Greek and Roman narratives of war. We focus in particular on the forced migrations of women in Greek epic and tragedy (Units 2-3) and of indigenous communities in Roman epic and historiography (Units 4-5), and we consider different scholarly approaches to ancient migrations and their causes. For example, in Unit 4, students read accounts of the foundation of Rome and its relationships to its neighbors in Italy in Vergil and Livy (1 st century BCE), as well as scholarship from archaeology and environmental history on colonization in Italy during the Roman Republic. In an in-class writing assignment at the conclusion of Unit 4, students will compare and contrast how mobility of peoples in Italy is explained by ancient literary texts and by twenty-first century scholars.

<p>ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>Students will describe and analyze 1) how ancient Greek and Roman war narratives from a variety of periods and genres portray the mobility and immobility of different groups and 2) the effects of the mobility and immobility of these groups on ancient Greek and Roman societies. We also consider how artists draw on ancient war literature to respond to refugee crises today. For example, in Unit 3, students will read a selection of Euripides' tragedies (5th century BCE) which focus on women who, after the Trojan War, are enslaved and exiled from Troy to Greece; they will also watch selections of a recent theatrical workshop in which Syrian refugees in Scotland stage selections from Euripides' play, and read selections from the work of classicist and poet A. E. Stallings on the lives of refugees in Greece today.</p>
<p>ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>We will discuss the central role of displacement and migration in narratives that ancient Greeks and Romans used to define and articulate their beliefs and values: especially important are literature related to the Trojan War (the <i>Iliad</i>, Greek tragedy, and the <i>Aeneid</i>) and histories of imperial conquest and expansion (Josephus' <i>Jewish War</i> and Tacitus' <i>Agricola</i>). For example, in Unit 5, we read the ancient Jewish historian Josephus's narrative of Rome's Jewish Wars, with attention to the transportation of Jewish captives and spoils of war from Judaea to Rome: this account sheds light on how different groups perceived the constraints on and opportunities for mobility that Roman power presented. We will also discuss modern Jewish pilgrimages to the Arch of Titus in Rome (a monument to Roman victory which depicts spoils from the temple in Jerusalem).</p>
<p>ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations</p>	<p>Throughout this course, we will critically assess ancient literary representations of migration, mobility, and immobility with an eye to whose voices and experiences are and are not represented. We will also discuss a range of scholarly approaches to working with or accounting for these absences or silences. For our concluding discussion and in-class writing assignment, we will listen to excerpts from podcasts on violence and migration in the twenty-first century (camps for refugees in Greece and for asylum-seekers in Mexico) and discuss the ethical challenges of putting ancient and modern experiences of MMI in conversation with each other.</p>