

## Term Information

Effective Term Autumn 2025

## 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 3224  
Course Title Citizens and Subjects of Rome: Empire, Slavery, and Law  
Transcript Abbreviation CitizSubjRom  
Course Description This upper-level course focuses on the people of the Roman empire, its citizens, subjects, and neighbors. Focusing on different groups (e.g., the lower classes of Rome, the Greek speaking colonies in Italy, foreigners serving in the army, provincials, enslaved individuals, women), this course surveys how Rome, through its laws, restricted access to citizenship and full participation in government.  
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 GE foundation writing and info literacy course, or permission of instructor. Jr or Sr standing.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings History 3224

## Subject/CIP Code

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

## Requirement/Elective Designation

Citizenship for a Diverse and Just World; Traditions, Cultures, and Transformations

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**

- Learn about Roman history and its culture through the analysis of primary and secondary sources
- Develop analytical reasoning and close reading skills
- Observe how ideas/traditions have evolved through human history

### **Content Topic List**

- Romulus: asylum, citizenship, and relations with neighbors
  - Early Roman myths: us vs them
  - Women and enslaved people of early Rome
  - Roman and Latins: 496 to 89 BCE
  - Greeks and Samnites
  - Patricians and plebians
  - Tiberius and Gaius Gracchus
  - A century of instability: from 133 to 31 BC
  - Rome conquers the Mediterranean: 241-146
  - Roman slavery
  - The Roman Army
  - Provincials and rulers
  - Being Jewish or Christian in the early Roman empire
  - The Parthians: the undefeated enemy
  - Roman law
- No

### **Sought Concurrence**

## Attachments

- CLAS 3224 Citizens and subjects of Rome.docx: Syllabus  
*(Syllabus. Owner: Walton, Rachel Kathryn)*
- CLAS 3224 GE Citizenship Theme Form.docx: GE Citizenship Theme Form  
*(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)*
- CLAS 3224 GE Traditions Theme Form.docx: GE Traditions Theme Form  
*(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)*
- Classics Undergraduate Curriculum Map.xlsx: Curriculum map  
*(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)*

## Comments

**COURSE REQUEST**  
3224 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/22/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Walton, Rachel Kathryn	12/14/2023 11:02 AM	Submitted for Approval
Approved	Fullerton, Mark David	12/14/2023 12:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/22/2023 12:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/22/2023 12:14 PM	ASCCAO Approval

## CLAS/HIST 4XXX

### **Citizens and subjects of Rome: empire, slavery, and law.**

(Tuesday and Thursday, 2.20-3.40)

*Instructor:* Gaia Gianni, Assistant Professor in Classics.

*Office Hours:* in person on Tuesday from 10am to 11am, or by appointment.

*Office Location:* University Hall, fourth floor, room 414B.

*Email:* gianni.8@osu.edu Please email me during working hours (9am-5pm) on weekdays and you can expect an answer from me within a day or less.

#### **Land Acknowledgement**

We acknowledge that the land 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 Greeneville 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 upper-level course focuses on the people of the Roman empire, its citizens, subjects, and neighbors. In the first century BC, anyone who lived in the Mediterranean basin and in most of continental Europe would have somehow been impacted by the expansion of the Roman empire.

This course explores how the Roman both expanded and curtailed citizenship and its privileges (such as personal freedoms, access to government, voting rights) depending on the historical moment, the current socio-political situation, and the perceived importance of certain groups. Indeed, while enslaved men and women, as well as recently conquered populations, suffered a partial or complete loss of their freedom and personal identity, the number of Roman citizens grew steadily and consistently until in 212 CE when the *Constitutio Antoniniana* granted citizenship to all free individuals living within the borders of the Empire.

Focusing on different groups (e.g., the lower classes of Rome, the Latin allies, the Greek speaking colonies in Italy, foreigners serving in the army, Eastern provincials, enslaved individuals, women), this course surveys how Rome, through its laws, restricted access to citizenship and full participation in government.

**Note on course content**

This course includes discussion of difficult topics, such as (but not limited to) sexual violence, slavery, death, suicide, and child abuse. If a student feels uncomfortable, they can leave the classroom (no questions asked) for a few moments or for the rest of the meeting. While students owe the instructor no explanations, I remain available to speak individually about class content.

*Goals and ELOs for Theme in Citizenship for a Just and Diverse World*

<b>Goals</b>	<b>Expected Learning Outcomes</b>	<b>In this course, students will...</b>
<p><b>GOAL 1:</b> Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.</p>	<p><b>ELO 1.1:</b> Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.</p>	<p>...be encouraged to ask questions, consider alternative points of view, and challenge their assumptions about citizenship through the analysis of primary sources and with the help of guided discussion questions provided by the instructor.</p>
	<p><b>ELO 1.2:</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.</p>	<p>... participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and fellow classmates.</p>
<p><b>GOAL 2:</b> 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.</p>	<p><b>ELO 2.1:</b> Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.</p>	<p>... investigate (through the analysis of Roman laws on voting, division of powers among government’s branches, and citizenship rights) to what extent our approach to these issues has evolved and/or remained the same in modern systems of government.</p>
	<p><b>ELO 2.2:</b> 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.</p>	<p>...be asked, at the end of each of the four modules, to write a short (400 words max.) source analysis in which they can reflect on what they have learned from the assigned readings and in-class interactions with classmates.</p>
<p><b>GOAL 3:</b> Successful students will explore and analyze a range of perspectives on local,</p>	<p><b>ELO 3.1:</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political,</p>	<p>...learn, through primary and secondary sources, that citizenship played a fundamental role in a person’s</p>

national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.	cultural, national, global, and/or historical communities.	everyday life (e.g., women are citizens but cannot vote, enslaved people have no citizenship because they are legally property) and its effects on Roman society and on those societies that modeled themselves after Rome's.
	<b>ELO 3.2:</b> Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	...analyze, through academic and non-academic contemporary writings, what historical biases and assumptions are still part of modern discourses on naturalization of citizens, acceptance of refugees, grants of work visas etc.
<b>GOAL 4:</b> Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	<b>ELO 4.1:</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	...learn to recognize how, in the ancient world, the ubiquity of slavery and the affected every person and society at large.
	<b>ELO 4.2:</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.	...demonstrate in their final paper students that they can competently explain how status, gender and citizenship played a major role in the everyday life of those who lived in the Roman empire.

**This course will fulfill the current GE Theme of Citizenship for a Just and Diverse World in the following ways:**

The course provides an advanced study of the Citizenship theme through an in-depth study of the ways in which the expansion of the Roman state both widened and restricted access to citizenship, personal rights and freedom. Through the analysis of primary and secondary sources, the students are exposed to general trends and individual case-studies, so they can assess the biases of sources based on their context, author, and overall goal. Moreover, throughout the course, discussion questions encourage students to see connections between the material covered, contemporary issues, and citizenship. That is, students are challenged to analyze and reflect upon the roots of current debates about the intersections of government, citizenship, and immigration.

*Goals and ELOs for Theme in Traditions, Cultures and Transformations*

<b>Goals</b>	<b>Expected Learning Outcomes</b>	<b>In this course, students will...</b>
<p><b>GOAL 1:</b> Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.</p>	<p><b>ELO 1.1:</b> Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.</p>	<p>...be encouraged to ask questions, consider alternative points of view, and challenge their assumptions through the analysis of primary sources and with the help of guided discussion questions provided by the instructor.</p>
	<p><b>ELO 1.2:</b> Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.</p>	<p>... participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and fellow classmates.</p>
<p><b>GOAL 2:</b> 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.</p>	<p><b>ELO 2.1:</b> Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.</p>	<p>... investigate through the analysis of primary sources on war, conquest, migration and interactions with other cultures to what extent our approach to these issues has evolved and/or remained the same in modern discourse.</p>
	<p><b>ELO 2.2:</b> 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.</p>	<p>...be asked, at the end of each of the four modules, to write a short (400 words max.) essay in which they reflect on what they have learned from the assigned readings and in-class interactions with classmates.</p>
<p><b>GOAL 3:</b> Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.</p>	<p><b>ELO 3.1:</b> Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>...learn, through primary and secondary sources, how one's origin, language, status (free or enslaved) and gender played a fundamental role in a person's everyday life, shaping Roman society and whose consequences are still echoed in modern social discourse on migration and approaching different cultures more broadly.</p>

	<b>ELO 3.2:</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	...analyze texts from ancient and contemporaneous authors in which interaction with different cultures (whether through conquest, forced migration, economic migration etc.) and their effects (slavery, alienation) are described.
	<b>ELO 3.3:</b> Examine the interactions among dominant and sub-cultures.	...learn, through the analysis of inscriptions and other primary sources, how certain sub-groups gained more and more power and visibility in Roman society (e.g., former enslaved individuals), reaching levels of independence that were unknown before.
	<b>ELO 3.4:</b> Explore changes and continuities over time within a culture or society.	...make use of both their final paper and their self-reflection essays to explore on how ideas have evolved, transformed, and morphed over time and how they still influence the modern socio-political national conversation.
<b>GOAL 4:</b> Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.	<b>ELO 4.1:</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, culture.	...learn to recognize how, in the ancient world, the ubiquity of slavery affected every member of the household and society at large.
	<b>ELO 4.2:</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	...demonstrate in their final paper students that they can competently assess how one’s origin, gender, status (free or enslaved) and access to citizenship conditioned an individual’s lived experiences and possibilities in ancient societies.

**This course will fulfill the current GE Theme: Traditions, Cultures, and Transformations in the following ways:**

The course “Citizens and subjects of Rome: empire, slavery and law” focuses on the interactions among different cultures that comprised the Roman empire, through wars, conquest, forced and



voluntary migration, commerce, intellectual exchange, and laws. Students explore, through primary sources and secondary scholarship, how Roman society dealt with a wide array of issues (granting citizenship, ubiquity of slavery, access to voting and government, and individuals' rights under the law) and how views and ideas surrounding them were negotiated and transformed through the centuries. Moreover, students are encouraged to draw connections between ancient ideas and modern systems of belief, to recognize how notions and opinions evolve through time, and to look at contemporaneous issues as the result of ancient discussions and traditions.

- **THIS COURSE CAN FULFILL EITHER THE CITIZENSHIP THEME OR THE TRADITIONS THEME, NOT BOTH.**

### **Required Books**

This a discussion-based course. In order to promote a good and productive classroom discussion, it is necessary that each student comes to class 1) having done all the readings assigned; 2) ready to explain, engage or ask questions about the readings. The students are required to buy two books:

- Luce T. J. (trans), *Livy, The Rise of Rome, Books One to Five*, Oxford, 9780199540044 = Livy
- Shelton, Jo-Ann and Ripat, Pauline. *As the Romans did: A Sourcebook in Roman Social History*, Oxford University Press, 978-0190072131 = Romans

All the other readings are made available by the instructor on Carmen.

### **Course Requirements**

#### Attendance and in-class participation:

Participation is coming to class regularly **ready to discuss the materials** and contribute to a healthy classroom discussion. There is no option to zoom in synchronously and the lectures are not recorded. If a student cannot attend class for any reason (illness, job interview, family emergency, etc.), the student is responsible for communicating with the instructor in advance of the class meeting. Students are allowed a maximum of **THREE** absences per semester (unless specific medical or personal issues require long absences). After three absences, their participation grade will be curbed by one letter grade.

#### Reflection and source analysis (4):

At the end of each module, the students will submit a short (400 words max.) personal reflection, starting with the analysis of an ancient text (or primary source) which we read in class, making connection to other primary sources or scholarly articles, and showcasing one's ideas and (if

applicable) how one’s opinion on the subject has shifted. The reflections are to be submitted on Carmen.

Midterms (2):

In the midterms, students will analyze two primary (ancient) sources, one taken from a text that we read in class together, and one that addresses issues that we discussed in class, but the students have not seen before. Students are asked to summarize the content of the source and discuss what we can learn and infer from it, and how it fits with what we have learned so far. The exam is administered in person in the classroom.

Final:

The final essay is due on the last day of the semester, May 1<sup>st</sup> at 11.59pm, as an electronic submission on Carmen. The final essay must address one of the following prompts in 1000 words:

- 1) Have any of the readings in this course (primary or secondary readings) changed the way in which you personally view the modern discourse on migration, the long-term effects of slavery, naturalization of citizens, voting accessibility, or refugee rights?
- 2) Choose a modern book, a movie, a play, a painting, a statue which evokes issues of citizenship and/or migration. How does it connect to what we have learned throughout the semester?
- 3) Write a diary entry for an individual living in the Greek world in the fourth century BC or in the Roman empire in the first century CE. What was their life like? How did gender, status (free or enslaved), citizenship (possession or lack thereof) influence them, their interpersonal relationships, and their desires?

Students will have a chance to “workshop” their final essays on the last in-class meeting of the semester on April 22<sup>nd</sup>. Students should bring a draft of the paper to share with their classmates who provide feedback to each other in small groups (3-4 students).

**Grading rubric for the reflections and final essay**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Title</b>	Original and witty title.	Too long, too short, or overly descriptive title.	Title directly copied from the secondary scholarship.	Title is present but not grammatically or syntactically correct.	No title.
<b>Grammar and style</b>	Perfectly proofread. Good formal style and language.	A few typos. Mostly formal style and language.	Frequent typos. Wrong use of words in context. Colloquialisms.	Frequent typos, wrong use of words, colloquialisms, bad sentence structure.	Sentences that make no sense in written English.
<b>Argument</b>	Well-developed, supported by evidence, convincing.	Mostly convincing, supported by	Unsound or unconvincing argument, based	Unsound argument based on wrongly	No argument.

		too little evidence.	on little to no evidence.	interpreted evidence.	
<b>Facts and opinions</b>	Factual information is correct. Opinions are clearly spelled out as such.	Factual information is correct, but the difference between facts and opinions is unclear.	Some incorrect factual information. Some opinions presented as facts.	Multiple factual mistakes. Opinions presented as facts.	No factual information included. No opinions included.
<b>Citations</b>	Correct citations.	Mostly correct citations.	Citations written in an inconsistent format.	All citations are written in an incorrect and inconsistent format.	No citations.
<b>Length</b>	Between 1200 and 800 words.	Less than 800 words. More than 1200 (without approval).	Less than 700 words.	Less than 600 words.	Less than 500.

### Statement on Disability

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### Statement on 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](http://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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### Statement on Violence and Sexual Harassment

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: Online reporting form at [equity.osu.edu](http://equity.osu.edu), call 614-247-5838 or TTY 614-688-8605, or Email [equity@osu.edu](mailto: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.

### Statement on Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

### Academic Misconduct 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, 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.

### Class Schedule

Date	Topic	Assignments (*means optional)
1/9	Introduction to the course.	<b>Module one begins: <i>Rome and its Italian neighbors.</i></b>
1/11	Romulus: asylum, citizenship, and relations with neighbors.	<ol style="list-style-type: none"> <li>Livy, Book 1, 4-13.</li> <li>*Dench, E. (2005). "Romulus' asylum: the character of the Roman citizenship", in <i>Romulus' Asylum: Roman Identities from the Age of Alexander to the Age of Hadrian</i>, 94-117.</li> </ol>
1/16	Early Roman myths: us vs them.	<ol style="list-style-type: none"> <li>De Luce, J. (2005). "Roman Myth", <i>The Classical World</i>, 98, 202-205.</li> <li>Livy, Book 1, 24-29; Book 2, 10-13.</li> </ol>
1/18	Women and enslaved people of early Rome.	<ol style="list-style-type: none"> <li>Livy, Book 1, 34-39; 46-48; 57-58.</li> <li>Stevenson, T. (2011). "Women of Early Rome as 'Exempla' in Livy, 'Ab Urbe Condita', Book 1", <i>Classical World</i>, 104, 175-189.</li> </ol>
1/23	Roman and Latins: 496 to 89 BCE.	<ol style="list-style-type: none"> <li>Gaius, <i>Institutions</i> 1. 22 ff., 96.</li> <li>Ceccarelli, L. and Stoddart, S. (2007), "Latium and the Latins: the hinterland of Rome", in C. J. Smith, in G.</li> </ol>

		Bradley, E. Isayev, and C. Riva (eds.), <i>Ancient Italy</i> , 161–78.
1/25	Greeks and Samnites: resistance and/or acceptance?	1. Boatwright, M. T. (2012). “The Greeks, Different Yet Alike”, in <i>Peoples of the Roman world</i> , 65-98.
1/30	Patricians and plebians: the struggle of the orders.	➤ <b>First reflection due.</b> <b>Module two begins: <i>Civil conflict in Rome.</i></b> 1. Livy, Book 2, 22-33.
2/1	Second secession of the plebs and its lasting effects.	1. Livy, Book 3, 44-54. 2. Livy, Book 6, 34-42. 3. *Pellam, G. (2014). “A peculiar episode from the ‘Struggle of the Orders’? Livy and the Licinio-Sextian rogations”, <i>The Classical Quarterly</i> , 64, 280–292.
2/6	Tiberius and Gaius Gracchus.	1. Plutarch’s <i>Life of Tiberius and Gaius Gracchus</i> . 2. Rich, J. W. (2007). “Tiberius Gracchus, Land and Manpower”, in Hekster et al. (eds.), <i>Crises and the Roman Empire: Proceedings of the Seventh Workshop of the International Network Impact of Empire</i> , pp. 155–166.
2/8	A century of instability: from 133 to 31 BC (part one).	1. Plutarch, <i>Life of Sulla</i> (selections).
2/13	A century of instability: from 133 to 31 BC (part two).	1. Suetonius, <i>The Deified Augustus</i> (selections) 2. *Lange, C. H. (2014). “The logic of violence in Roman civil war”, <i>Hermathena</i> , 196/197, 69–98.
	<b>MIDTERM 1</b>	
2/20	Rome conquers the Mediterranean: 241-146.	➤ <b>Second reflection due.</b> <b>Module three begins: <i>The people of Rome’s empire.</i></b>
2/22	Roman slavery 1	1. Hunt, P. (2017). “Introduction and Historical Context” and “Definitions and Evidence”, in <i>Ancient Greek and Roman Slavery</i> , pp. 1-30. 2. Romans, pp. 168-180.
2/27	Roman slavery 2	1. Schumacher, L. (2012). “Slaves in Roman Society”, in Peachin (ed.), <i>The Oxford Handbook of Social Relations in the Roman World</i> , 588–608. 2. Romans, pp. 181-190.

2/29	The Roman Army 1	<ol style="list-style-type: none"> <li>Potter, D. (2012), "The Roman Army", in Peachin (ed.), <i>The Oxford Handbook of Social Relations in the Roman World</i>, 516–534.</li> <li>Romans, pp. 249-258</li> </ol>
3/5	The Roman Army 2	<ol style="list-style-type: none"> <li>Romans, pp. 259-269</li> </ol>
3/7	Provincials and rulers	<ol style="list-style-type: none"> <li>Romans, pp. 270-289.</li> </ol>
3/12	<b>Spring Break</b>	
3/14	<b>Spring Break</b>	
3/19	Being Jewish or Christian in the early Roman empire	<ol style="list-style-type: none"> <li>Boatwright, M. T. (2012). "The Jews – Political, Social or Religious Threat, or no Threat at all?", in <i>Peoples of the Roman world</i>, 131-166.</li> <li>Romans. pp. 409-422.</li> </ol>
3/21	The Parthians: the undefeated enemy	<ol style="list-style-type: none"> <li>Rose, C. B. (2005). "The Parthians in Augustan Rome", <i>American Journal of Archaeology</i>, 109, 21–75.</li> </ol> <p>➤ <b>Third reflection due.</b></p>
3/26	<b>MIDTERM 2</b>	
3/28	Introduction to Roman law.	<ol style="list-style-type: none"> <li>Romans, pp. 242-248.</li> </ol> <p><b>Module four begins: <i>The Laws of Rome.</i></b></p>
4/2	Personal status in the eyes of the law	<ol style="list-style-type: none"> <li>Frier, B. W. and McGinn, T. A. J. (2004). <i>A Casebook on Roman family Law</i>, pp. 12-13; 16-22.</li> </ol>
4/4	Slavery in the legal system	<ol style="list-style-type: none"> <li>Frier, B. W. and McGinn, T. A. J. (2004). <i>A Casebook on Roman family Law</i>, pp. 14-15</li> <li>Frier, B. W. (1989). <i>A Casebook on the Roman Law of Delict</i>, pp. 56; 67; 73; 80; 82-81.</li> </ol>
4/9	Murder or homicide?	<ol style="list-style-type: none"> <li>Frier, B. W. and McGinn, T. A. J. (2004). <i>A Casebook on Roman family Law</i>, pp. 199-201; 205-209.</li> </ol>
4/11	Responsibility and torts	<ol style="list-style-type: none"> <li>Frier, B. W. (1989). <i>A Casebook on the Roman Law of Delict</i>, pp. 29-47.</li> </ol>
4/16	Making the law: <i>lex, senatus consultus, plebiscita</i>	<ol style="list-style-type: none"> <li>Romans, pp. 206-210.</li> </ol>
4/18	Magistrates and senate	<ol style="list-style-type: none"> <li>Romans, 210-230.</li> </ol> <p>➤ <b>Fourth reflection due.</b></p>
4/22		<b>Workshopping the final paper: first draft due.</b>

**FINAL PAPER DUE ON 4/20 BY 11.59PM (CARMEN SUBMISSION).**

## **GE Theme course submission worksheet: Citizenship for a Just & Diverse World**

### 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 (Citizenship)

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.

The course provides an advanced study of the Citizenship theme through an in-depth study of the ways in which the expansion of the Roman state both widened and restricted access to citizenship, personal rights, and freedom. Through the analysis of primary and secondary sources, the students are exposed to general trends and individual case-studies, so they can assess the biases of sources based on their context, author, and overall goal. Moreover, throughout the course, discussion questions encourage students to see connections between the material covered, contemporary issues, and citizenship. That is, students are challenged to analyze and reflect upon the roots of current debates about the intersections of government, citizenship, and immigration.

### 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.

**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.

<p><b>ELO 1.1:</b> Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.</p>	<p>The students will be encouraged to ask questions, consider alternative points of view, and challenge their assumptions through the analysis of primary sources and with the help of guided discussion questions provided by the instructor.</p> <p><b>In class:</b> through the analysis of primary sources and the help of guided discussion questions provided by the instructor, the students are encouraged to ask questions, consider alternative points of view and challenge their assumptions. For example, the students will learn that Roman women enjoyed a high level of personal freedom, otherwise unattested in the ancient world; they could inherit, own property, run businesses, separate from their husbands without anyone’s permission (albeit they never had the right not vote!). The students will overall reflect on the history of marginalized groups and how they were kept away from exercising full citizenship rights.</p> <p><b>Assessments:</b> a considerable portion of the students’ final grade (20%) is based on attendance and participation, which does not mean being physically present, but coming to class having read, digested, and carefully considered the assigned readings, and ready to participate in discussion with their classmates.</p>
<p><b>ELO 1.2:</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.</p>	<p>The students will participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and fellow classmates. Every week the students engage with secondary scholarships on the Roman world, often expressing different points of view and approaches to the study of the ancient world.</p>

	<p><b>In-class:</b> students are encouraged to participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and fellow-classmates. For example, when we discuss the role of enslaved people in Roman society, we also debate the long-term effects of the emancipation of enslaved individuals and how the relationship to their former enslaver was not severed but continued until death. While former enslaved people could vote, they could only run for low importance positions in government and (at least initially) could not join the army. All these topics aid the students to reconsider what they think about slavery, direct participation in the electoral system, and personal rights/freedom.</p> <p><b>Assessments:</b> each student has to submit four personal written reflections (one per module) on the material that have surprised, shocked, or interested them most.</p>
<p><b>ELO 2.1:</b> Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.</p>	<p>The students will investigate through the analysis of primary sources on war, conquest, migration and interactions with other cultures to what extent our approach to these issues has evolved and/or remained the same in modern discourse. Through this comparison, students can challenge what they believe to be best (or worst) practices that are advocated for or implemented in their own society.</p> <p><b>In-class:</b> the instructor presents to the students specific compranda to underscore how certain ideas – about citizens’ rights, voting rights and who ‘counts’ as a citizen or a foreigner – were explored and negotiated by the Romans (these topics are primarily explored in module two: civil conflict in Rome). The instructor will also invite students to compare these ideas to the ones more commonly believed and expressed in their own culture and society.</p>
<p><b>ELO 2.2:</b> 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.</p>	<p>The students will be asked, at the end of each of the four modules, to write a short (400 words max.) essay in which they reflect on what they have learned from the assigned readings and in-class interactions with classmates.</p> <p><b>Assessments:</b> at the end of each of the four modules, students are asked to write a short (400 words max.) essay in which they reflect on what they have learned from the assigned readings and in-class interactions with classmates. Students have the option to focus on something they learned, or to discuss an issue they now see differently, or to explore whether learning about the past is changing how the perceive similar ideas and approaches in the present.</p>

Goals and ELOs unique to Citizenship for a Just & Diverse World 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 local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**Goal 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>The students will learn, through primary and secondary sources, how one’s origin, language, status (free or enslaved) and gender played a fundamental role in a person’s everyday life, shaping Roman society and whose consequences are still echoed in modern social discourse on migration and approaching different cultures more broadly.</p> <p><b>In-class:</b> through the analysis of the Roman political system, electoral system, voting rights and privileges (which are topics discussed both in module 2 and module 4) students are encouraged to draw comparisons with how the same institution work in their own culture and society.</p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Students will learn to analyze what historical biases and assumptions are still part of modern discourses on naturalization of citizens, acceptance of refugees, grants of work visas, nationalism, populism etc.</p> <p><b>In-class:</b> The instructor helps student analyze, through the comparison with ancient debates, the current national and international political discourse. For example, today, we can witness that in numerous countries there is a tension between those who support a “traditional” (whatever it might mean) approach to life and government and those who push against a return to the past. Likewise, the Romans always had an eye towards an unspecified version of their glorious past and their</p>

	<p>society was always rather “traditionalist”. Yet, history did not stop for them, nor it is stopping for us. Nevertheless, the notion of a return to a more glorious, better (albeit unspecified) past as a solution to all problems is a slogan that has appeared in in the political discourse of many countries, from the United States to Europe (France, Hungary, Italy) and Southeast Asia (South Korea).</p> <p><b>Assessments:</b> students will use both their final paper and their self-reflection essays to explore how ideas have evolved, transformed, and morphed over time and how they still influence the modern socio-political national conversation.</p>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Students will learn to recognize how, in the ancient world, the ubiquity of slavery and patriarchal structures have affected every person and society at large.</p> <p><b>In-class:</b> students learn to recognize how, in the ancient world, for example the ubiquity of slavery affected every member of the household and society at large. Even the enslaved individuals who obtained manumission were often regarded to be in a category of their own, separate from freeborn people. While today slavery is an atrocity of the past, its effects are still influencing modern American society and the lives of millions of people. Students learn how continuity and transformation of an institution such as slavery linger for centuries to come.</p> <p><b>Assessments:</b> students will demonstrate, both in their final paper and in the four self-reflection essays, that they have thought about and engaged with the permanence and transformation of ideas across time and recognize how they are used in modern debates.</p>
<p><b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>Students will demonstrate in their final paper students that they can competently explain how status, gender and citizenship played a major role in the everyday life of those who lived in the Roman empire.</p> <p><b>Assessment:</b> in their final paper students must competently explain how gender, status, origin and nationality conditioned an individual’s lived experiences and possibilities in ancient societies, and how certain groups of individuals (women, freed enslaved people, urban poor) fight for more rights and dignity.</p>

## GE Theme course submission worksheet: Traditions, Cultures, & Transformations

### 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 (Traditions, Cultures, & Transformations)

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.

The course “Citizens and subjects of Rome: empire, slavery and law” focuses on the interactions among different cultures that comprised the Roman empire, through wars, conquest, forced and voluntary migration, commerce, intellectual exchange, and laws. Students explore, through primary sources and secondary scholarship, how Roman society dealt with a wide array of issues (granting citizenship, ubiquity of slavery, access to voting and government, and individuals’ rights under the law) and how views and ideas surrounding them were negotiated and transformed through the centuries. Moreover, students are encouraged to draw connections between ancient ideas and modern systems of belief, to recognize how notions and opinions evolve through time, and to look at contemporaneous issues as the result of ancient discussions and traditions.

### 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.

	<i>Course activities and assignments to meet these ELOs</i>
ELO 1.1 Engage in critical and logical thinking.	<p>The students will be encouraged to ask questions, consider alternative points of view, and challenge their assumptions through the analysis of primary sources and with the help of guided discussion questions provided by the instructor.</p> <p><b>In class:</b> through the analysis of primary sources and the help of guided discussion questions provided by the instructor, the students are encouraged to ask questions, consider alternative points of view and challenge their assumptions. For example, the students will learn that Roman women enjoyed a high level of personal freedom, otherwise unattested in the ancient world; they could inherit, own property, run businesses, separate from their husbands without anyone’s permission (albeit they never had the right not vote!). The students are often surprised to learn that Roman women enjoyed so many rights which were denied to women who lived before and after them. This issue underscores the importance of understanding specific socio-historical contexts, asking questions and reading the sources, instead of projecting preconceived ideas and opinions onto the past.</p> <p><b>Assessments:</b> a considerable portion of the students’ final grade (20%) is based on attendance and participation, which does not mean being physically present, but coming to class having read, digested, and carefully considered the assigned readings, and ready to participate in discussion with their classmates.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the	The students will participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor

<p>topic or ideas within this theme.</p>	<p>and fellow classmates. Every week the students engage with secondary scholarships on Roman societies, often expressing different points of view and approaches to the study of the ancient world.</p> <p><b>In-class:</b> students are encouraged to participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and fellow-classmates. For example, when we discuss the role of enslaved people in Roman society, the students will also be encouraged to compare what they are learning about Roman slavery to the North American slave trade and the Antebellum south, which are topics with which they are more familiar.</p> <p><b>Assessments:</b> each student has to submit four personal written reflections (one per module) on the material that have surprised, shocked, or interested them most.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The students will investigate through the analysis of primary sources on war, conquest, migration and interactions with other cultures to what extent our approach to these issues has evolved and/or remained the same in modern discourse.</p> <p><b>In-class:</b> the instructor presents to the students specific compranda to underscore how certain ideas – about citizens’ rights, voting rights and who ‘counts’ as a citizen or a foreigner – were explored and negotiated by the Romans (these topics are primarily explored in module two: civil conflict in Rome). The instructor will also invite students to compare these ideas to the ones more commonly believed and expressed in their own culture and society.</p>
<p>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.</p>	<p>The students will be asked, at the end of each of the four modules, to write a short (400 words max.) essay in which they reflect on what they have learned from the assigned readings and in-class interactions with classmates.</p> <p><b>Assessments:</b> at the end of each of the four modules, students are asked to write a short (400 words max.) essay in which they reflect on what they have learned from the assigned readings and in-class interactions with classmates. Students have the option to focus on something they learned, or to discuss an issue they now see differently, or to explore whether learning</p>

	about the past is changing how the perceive similar ideas and approaches in the present.
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Goals and ELOs unique to Traditions, Cultures, & Transformations 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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**Goal 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	<i>Course activities and assignments to meet these ELOs</i>
<b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<p>The students will learn, through primary and secondary sources, how one’s origin, language, status (free or enslaved) and gender played a fundamental role in a person’s everyday life, shaping Roman society and whose consequences are still echoed in modern social discourse on migration and approaching different cultures more broadly.</p> <p><b>In-class:</b> through the analysis of the Roman political system, electoral system, voting rights and privileges (which are topics discussed both in module 2 and module 4) students are encouraged to draw comparisons with how the same institution work in their own culture and society.</p>
<b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	<p>Students will analyze texts from ancient and contemporaneous authors in which interaction with different cultures (whether through conquest, forced migration, economic migration etc.) and their effects (slavery, alienation) are described.</p> <p><b>Assessments:</b> in their four self-reflection essays, students are asked to assess how societies approach their relationship with their own members and those who are considered ‘outsiders’ (e.g., enslaved people, foreigners, war enemies).</p>
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	<p>Ancient Mediterranean societies were based on a patriarchal system. Women – but also enslaved people, foreigners, and anyone who did not conform with a specific ideal of</p>



	<p>masculinity – were barred from fully participating in society. Yet, many of these sub-groups flourished (free women and manumitted enslaved individuals in particular) coming to exercise their own type of power and authority.</p> <p><b>In-class:</b> through the analysis of primary sources, the instructor presents how certain sub-groups gained more and more power and visibility in Roman society, reaching levels of independence that were unknown before. For example, in module 3, the students will learn how formerly enslaved individuals and their descendants often reached the very top of the imperial administration and became unbelievably wealthy, dominating entire corners of the market (as in the case of the baker Eurysaces in Rome). Moreover, under Roman law, women could divorce their husbands and regain control of their assets and dowery (albeit not their children’s guardianship), as the case studies analyzed in module four.</p> <p><b>Assessments:</b> in their final paper, students will explore the relationship between mainstream culture and sub-cultures, the power dynamic between them, and how such relation evolve over time.</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>Students are exposed to the continued existence of ideas and notions through vastly different societies and historical times.</p> <p><b>In-class:</b> The instructor helps student analyze the transformation or relative continuity of certain ideas. For example, today, we can witness that in numerous countries there is a tension between those who support a “traditional” (whatever it might mean) approach to life and government and those who push against a return to the past. Likewise, the Romans always had an eye towards an unspecified version of their glorious past and their society was always rather “traditionalist”. Yet, history did not stop for them, nor it is stopping for us. Nevertheless, the notion of a return to a more glorious, better (albeit unspecified) past as a solution to all problems is a slogan that has appeared in in the political discourse of many countries, from the United States to Europe (France, Hungary, Italy) and Southeast Asia (South Korea).</p> <p><b>Assessments:</b> students will use both their final paper and their self-reflection essays to explore how ideas have evolved, transformed, and morphed over time and how they still influence the modern socio-political national conversation.</p>

<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>This course allows the students to explore both the differences and similarities between their own culture and ancient societies.</p> <p><b>In-class:</b> students learn to recognize how, in the ancient world, the ubiquity of slavery affected every member of the household and society at large. Even the enslaved individuals who obtained manumission were often regarded to be in a category of their own, separate from freeborn people. While today slavery is an atrocity of the past, its effects are still influencing modern American society and the lives of millions of people. Students learn how continuity and transformation of an institution such as slavery linger for centuries to come.</p> <p><b>Assessments:</b> students will demonstrate, both in their final paper and in the four self-reflection essays, that they have thought about and engaged with the permanence and transformation of ideas across time and recognize how they are used in modern debates.</p>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>By the end of the course, students will recognize and explain how gender, slavery, and patriarchal dominance profoundly affected Greco-Roman societies.</p> <p><b>Assessments:</b> in their final paper students must competently explain how gender roles and the alienation of the enslaved conditioned an individual's lived experiences and possibilities in ancient societies.</p>