

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 Not open to students with credit for History 3224.
Electronically Enforced Yes

Cross-Listings

Cross-Listings Crosslisted in History

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

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 GE Citizenship Theme Form.docx: GE Citizenship Theme Form
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- Classics Undergraduate Curriculum Map.xlsx: Curriculum map
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- Cover letter addressing the required changes_Gianni.docx: Cover letter
(Cover Letter. Owner: Walton, Rachel Kathryn)
- CLAS 3224 Citizens and subjects of Rome_Citizenship Revised 9.17.2024.docx: Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)

COURSE REQUEST
3224 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/19/2024

Comments

- Sent back at dept request (by Vankeerbergen, Bernadette Chantal on 09/17/2024 03:50 PM)
- Updated syllabus and cover letter addressing changes have been uploaded. (by Walton, Rachel Kathryn on 09/17/2024 09:59 AM)
- Please see Subcommittee feedback email sent 9/16/24. (by Neff, Jennifer on 09/16/2024 01:37 PM)
- Please see feedback email sent to department 03-20-2024 RLS (by Steele, Rachel Lea on 03/20/2024 07:55 PM)
- Please see Subcommittee feedback email sent 01/31/2024. (by Hilty, Michael on 01/31/2024 10:53 AM)

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
Revision Requested	Hilty, Michael	01/31/2024 10:53 AM	ASCCAO Approval
Submitted	Walton, Rachel Kathryn	02/01/2024 01:18 PM	Submitted for Approval
Approved	Fullerton, Mark David	02/01/2024 01:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2024 10:46 AM	College Approval
Revision Requested	Steele, Rachel Lea	03/20/2024 07:55 PM	ASCCAO Approval
Submitted	Walton, Rachel Kathryn	05/08/2024 09:36 AM	Submitted for Approval
Approved	Fullerton, Mark David	05/08/2024 12:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/26/2024 12:35 PM	College Approval
Revision Requested	Neff, Jennifer	09/16/2024 01:37 PM	ASCCAO Approval
Submitted	Walton, Rachel Kathryn	09/17/2024 10:00 AM	Submitted for Approval
Approved	Fullerton, Mark David	09/17/2024 11:39 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/17/2024 03:50 PM	College Approval
Submitted	Walton, Rachel Kathryn	09/18/2024 10:00 AM	Submitted for Approval
Approved	Fullerton, Mark David	09/19/2024 08:26 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2024 12:29 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2024 12:30 PM	ASCCAO Approval
Pending Approval	Martin, Andrew William Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/19/2024 12:30 PM	ASC Approval

Cover letter addressing the changes that are made to the proposal in response to the feedback

- 1) The reviewing faculty request that the departments ensure that the Theme, particularly the “Diverse and Just” perspectives, be consistently integrated throughout all course activities and assessments, including the midterm exam. For example, midterm questions should require to students to apply concepts related to the Theme.**

I have updated the description of the assignments below:

Reflection and source analysis (x4): 20% (5% each)

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 opinions on the subjects have shifted on the issue of citizenship, just government and personal rights. The reflections are to be submitted on Carmen.

Midterms (x2): 40% (20% each)

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, especially in relation to the expression of citizenship, personal right and the role of government. The exam is administered in person in the classroom.

- 2) The reviewing faculty request that the department remove the Traditions, Cultures and Transformations Goals and ELOs along with additional references to the TCT Theme from the syllabus. [Syllabus pp. 4-6]**

The syllabus contains no reference to the TCT Theme.

- 3) The reviewing faculty request that the department add the required religious accommodations statement into the syllabus. The Arts and Sciences Curriculum Committee has updated the list of required syllabus statements for all syllabi to include a statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). Please note that the link to religious holidays, holy days and observances at the end of the statement is also required to be included in the syllabus.**

I added the following statement:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must

be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

- 4) ***Recommendation:*** The reviewing faculty recommend that the department use the most recent version of the Student Life Disability Services Statement, which was updated in summer of 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 8]

I added the relevant statement in font 16:

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

CLAS/HIST 3224

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

Goals	Expected Learning Outcomes	In this course, students will...
<p>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.</p>	<p>ELO 1.1: 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 through the analysis of primary sources and with the help of guided discussion questions provided by the instructor.</p>
	<p>ELO 1.2: 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>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>	<p>ELO 2.1: 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>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>...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>GOAL 3: Successful students will explore and analyze a range of</p>	<p>ELO 3.1: Describe and analyze a range of perspectives on what constitutes citizenship and how</p>	<p>...learn, through primary and secondary sources, that citizenship played a</p>

perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.	it differs across political, cultural, national, global, and/or historical communities.	fundamental role in a person's 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.
	ELO 3.2: 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.
GOAL 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	ELO 4.1: Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	...learn to recognize how, in the ancient world, the ubiquity of slavery and the affected every person and society at large.
	ELO 4.2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.	...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.

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: 15%

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 (x4): 20% (5% each)

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 opinions on the subjects have shifted on the issue of citizenship, just government and personal rights. The reflections are to be submitted on Carmen.

Midterms (x2): 40% (20% each)

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, especially in relation to the expression of citizenship, personal right and the role of government. The exam is administered in person in the classroom.

Final: 25%

The final essay is due on the last day of the semester, May 1st 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 22nd. 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

	Excellent	Good	Acceptable	Poor	Unacceptable
Title (5 points)	Original and witty title. (5/5)	Too long, too short, or overly descriptive title. (4/5)	Title directly copied from the secondary scholarship. (3/5)	Title is present but not grammatically or syntactically correct. (2/5)	No title. (0/5)
Grammar and style (15 points)	Perfectly proofread. Good formal style and language. (15/15)	A few typos. Mostly formal style and language. (12/15)	Frequent typos. Wrong use of words in context. Colloquialisms. (10/15)	Frequent typos, wrong use of words, colloquialisms, bad sentence structure. (8/15)	Several sentences cannot be understood grammatically. (5/15)
Argument (25 points)	Well-developed, supported by evidence, convincing. (25/25)	Mostly convincing, supported by too little evidence. (22/25)	Unsound or unconvincing argument, based on little to no evidence. (18/25)	Unsound argument based on wrongly interpreted evidence. (12/25)	No argument. (5/25)
Facts and opinions (25 points)	Factual information is correct. Opinions are clearly spelled out as such. (25/25)	Factual information is correct, but the difference between facts and opinions is unclear. (22/25)	Some incorrect factual information. Some opinions presented as facts. (18/25)	Multiple factual mistakes. Opinions presented as facts. (12/25)	No factual information included. No opinions included. (5/25)
Citations (15 points)	Correct citations. (15/15)	Mostly correct citations. (12/15)	Citations written in an inconsistent format. (10/15)	All citations are written in an incorrect and inconsistent format. (8/15)	No citations. (5/15)
Length (15 points)	Between 1200 and 800 words. (15/15)	Less than 800 or more than 1200 without approval. (12/15)	Less than 700 words. (10/15)	Less than 600 words. (8/15)	Less than 500. (5/15)

Grading Scale

A	[93-100]	B-	[80-83]	D+	[67-70]
A-	[90-93]	C+	[77-80]	D	[60-67]
B+	[87-90]	C	[73-77]	E	Below 60
B	[83-87]	C-	[70-73]		

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement on Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or

participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

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 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, call 614-247-5838 or TTY 614-688-8605, or Email equity@osu.edu

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

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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

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/>.

Class Schedule

Date	Topic	Assignments (*means optional)
1/9	Introduction to the course.	Module one begins: <i>Rome and its Italian neighbors.</i>

1/11	Romulus: asylum, citizenship, and relations with neighbors.	<ol style="list-style-type: none"> 1. Livy, Book 1, 4-13. 2. *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.
1/16	Early Roman myths: us vs them.	<ol style="list-style-type: none"> 1. De Luce, J. (2005). "Roman Myth", <i>The Classical World</i>, 98, 202–205. 2. Livy, Book 1, 24-29; Book 2, 10-13.
1/18	Women and enslaved people of early Rome.	<ol style="list-style-type: none"> 1. Livy, Book 1, 34-39; 46-48; 57-58. 2. Stevenson, T. (2011). "Women of Early Rome as 'Exempla' in Livy, 'Ab Urbe Condita', Book 1", <i>Classical World</i>, 104, 175-189.
1/23	Roman and Latins: 496 to 89 BCE.	<ol style="list-style-type: none"> 1. Gaius, <i>Institutions</i> 1. 22 ff., 96. 2. Ceccarelli, L. and Stoddart, S. (2007), "Latium and the Latins: the hinterland of Rome", in C. J. Smith, in G. Bradley, E. Isayev, and C. Riva (eds.), <i>Ancient Italy</i>, 161–78.
1/25	Greeks and Samnites: resistance and/or acceptance?	<ol style="list-style-type: none"> 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.	<p>➤ First reflection due. Module two begins: <i>Civil conflict in Rome.</i></p> <ol style="list-style-type: none"> 1. Livy, Book 2, 22-33.
2/1	Second secession of the plebs and it lasting effects.	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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).	<ol style="list-style-type: none"> 1. Plutarch, <i>Life of Sulla</i> (selections).
2/13	A century of instability: from 133 to 31 BC (part two).	<ol style="list-style-type: none"> 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.

	MIDTERM 1	
2/20	Rome conquers the Mediterranean: 241-146.	➤ Second reflection due. Module three begins: <i>The people of Rome's empire.</i>
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	1. Potter, D. (2012), "The Roman Army", in Peachin (ed.), <i>The Oxford Handbook of Social Relations in the Roman World</i> , 516–534. 2. Romans, pp. 249-258
3/5	The Roman Army 2	1. Romans, pp. 259-269
3/7	Provincials and rulers	1. Romans, pp. 270-289.
3/12	Spring Break	
3/14	Spring Break	
3/19	Being Jewish or Christian in the early Roman empire	1. 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. 2. Romans. pp. 409-422.
3/21	The Parthians: the undefeated enemy	1. Rose, C. B. (2005). "The Parthians in Augustan Rome", <i>American Journal of Archaeology</i> , 109, 21–75. ➤ Third reflection due.
3/26	MIDTERM 2	
3/28	Introduction to Roman law.	1. Romans, pp. 242-248. Module four begins: <i>The Laws of Rome.</i>
4/2	Personal status in the eyes of the law	1. Frier, B. W. and McGinn, T. A. J. (2004). <i>A Casebook on Roman family Law</i> , pp. 12-13; 16-22.

4/4	Slavery in the legal system	<ol style="list-style-type: none"> 1. Frier, B. W. and McGinn, T. A. J. (2004). <i>A Casebook on Roman family Law</i>, pp. 14-15 2. Frier, B. W. (1989). <i>A Casebook on the Roman Law of Delict</i>, pp. 56; 67; 73; 80; 82-81.
4/9	Murder or homicide?	1. Frier, B. W. and McGinn, T. A. J. (2004). <i>A Casebook on Roman family Law</i> , pp. 199-201; 205-209.
4/11	Responsibility and torts	1. Frier, B. W. (1989). <i>A Casebook on the Roman Law of Delict</i> , pp. 29-47.
4/16	Making the law: <i>lex, senatus consultus, plebiscita</i>	1. Romans, pp. 206-210.
4/18	Magistrates and senate	<ol style="list-style-type: none"> 1. Romans, 210-230. <p>➤ Fourth reflection due.</p>
4/22		Workshopping the final paper: first draft due.

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>ELO 1.1: 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>In class: 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>Assessments: 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>ELO 1.2: 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>In-class: 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>Assessments: 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 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>In-class: 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>Assessments: 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>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.</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>In-class: 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>ELO 3.2 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>In-class: 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 the political discourse of many countries, from the United States to Europe (France, Hungary, Italy) and Southeast Asia (South Korea).</p> <p>Assessments: 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>ELO 4.1 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>In-class: 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>Assessments: 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>ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</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>Assessment: 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>

CURRICULAR MAP

CLASSICS B.A.: *Classical Humanities Concentration*

COURSES	LEARNING GOALS		
	Goal A	Goal B	Goal C
	Students demonstrate understanding of the literature and cultures of ancient Greece and Rome in their historical setting (“historical competence”)	Students research a topic in ancient literatures and cultures by making use of the documents of these cultures (“research competence”)	Students analyze the role the literatures and cultures of ancient Greece and Rome have played in the history of Western civilization up to the present day (“reception competence”)
Required Course (does not count toward total credit hours)			
CL1101(H) Intro to Classical Literature	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
At least 2 courses (6 credit hours) at or above the 2000 level from the following (Students may elect to take one or both courses at or above the 3000 level):			
CL2201(H) Classical Civilization: Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2202(H) Classical Civilization: Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2204 Medicine in the Ancient World	<i>Beginning</i>	<i>Intermediate</i>	
CL2205 Sports and Spectacles in the Ancient World	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2220 Classical Mythology	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2221(E) Intro to the New Testament	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2222 From Ishtar to Christ: The History of Ancient Mediterranean Religions	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>
CL2301 Classical Archaeology	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2500H Greek Identities: Ancient and Modern	<i>Beginning</i>	<i>Beginning</i>	<i>Intermediate</i>
CL2526 Byzantine Civilization: Constantinople and the Empire of New Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2798.01 Study Tour	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2798.02 Study Abroad: Byzantium-Constantinople-Istanbul	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL28890H Seminar: Topics in Ancient Lit and Society	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
At least 3 courses (9 credit hours) at or above the 3000 level from the following. Students may elect to take one or both courses at or above the 4000 level.			
CL3000 From Rome to Europe and Beyond	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>
CL3100 Topics in Ancient Literature and Cultures	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>
CL3101 Greek and Roman Epic	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3102 Greek and Roman Drama	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3103 Comic Spirit in Antiquity	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3104 The Ancient Novel	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3203 War in Ancient Greece and Rome	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3205 What is Race? Perspectives from Antiquity to the Present	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3210 Classics and African American Political Thought	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3212 Greece and the Mediterranean from Alexander to Cleopatra	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3215 Sex and Gender in the Ancient World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3217 Family, household, and kinship in the Ancient World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3220 The Rise of the Roman Republic	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3221 History of Rome: Republic to Empire	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3222 The Roman Empire, 69-337 CE	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3223 Late Roman Empire	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3224 Citizens and Subjects of Rome: Empire, Slavery, and Law	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3301 Law, Citizenship, and Empire in Later Rome	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>

CL3302 Citizenship in Democratic Athens	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3401 Religion in the Graeco-Roman World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3402 Ancient Gods, Changing Identities	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3403 The Hero in Classical Mythology	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3404 Magic in the Ancient World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3405 Christians in the Graeco-Roman World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3408 Ancient Roman Religion	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3700 Pompeii	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3720 The Corrupting Sea: The Environmental History of the Ancient Mediterranean	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3956 Black Cultures and Classical Education	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
At least 1 course (3 credit hours) at or above the 4000 level from the following			
CL4031 Sacred Texts of the Ancient World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL4101 Classical Receptions			<i>Advanced</i>
CL4201 Political Thought and Institutions in the Graeco-Roman World	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL4204 Greek and Roman Science and Technology	<i>Intermediate</i>	<i>Intermediate</i>	<i>Advanced</i>
CL4301 Art of Ancient Greece and Rome	<i>Intermediate</i>	<i>Intermediate</i>	<i>Advanced</i>
CL4501 The Good Life: Ancient Ethical Philosophy	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>
CL4597 Nationalism Revisited		<i>Intermediate</i>	<i>Advanced</i>
CL4998 Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL4998H Honors Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL4999 Thesis Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL4999H Honors Thesis Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5051 Latin and Romance Languages	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5101 Classical Literature: Theoretical Perspectives	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5301 Roman Law	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5302 Studies in Greek or Roman Topography	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5311 Art and Archaeology of Preclassical Greece	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5312 Art and Archaeology of Classical Greece	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5321 Art and Archaeology of the Hellenistic Mediterranean and Roman Republic	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5322 Art and Archaeology of the Roman Empire	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5401 Methodologies for the Study of Ancient Religions	<i>Advanced</i>	<i>Advanced</i>	
CL5798 Study Tour	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5881 Odysseus in the Oculus Rift	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL 5883.01 History of Greek Literature	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL 5883.02 History of Latin Literature	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
CL5890 Workshop	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>

Goal D

Students interpret cultures that are foreign both in place and in time, using the cultures, literatures and religions of Greece and Rome as model case studies (“cultural competence”)

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CURRICULAR MAP
CLASSICS - Classical Greek Concentration

COURSES <i>Required Courses offered by Classics</i>	Goal A	Goal B	Goal C
	Students demonstrate understanding of the literature and cultures of ancient Greece and Rome in their historical setting (“historical competence”)	Students research a topic in ancient literatures and cultures by making use of the documents of these cultures (“research competence”)	Students analyze the role the literatures and cultures of ancient Greece and Rome have played in the history of Western civilization up to the present day (“reception competence”)
<p>At least 5 courses (15 credit hours) at or above the 2000 level, at least 2 courses (6 credit hours) of which should be taken at or above the 5000 level from the following</p>			
GR2101 Attic Prose	<i>Beginning</i>	<i>Intermediate</i>	
GR2102 Homer	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>
GR2103 The Greek Historians	<i>Beginning</i>	<i>Intermediate</i>	
GR2104 Sophocles	<i>Beginning</i>	<i>Intermediate</i>	
GR2110 The Greek New Testament	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR4998 Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
GR4998(H) Honors Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
GR4999 Thesis Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
GR4999H Honors Thesis Research	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
GR5011 Greek Epic	<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>
GR5012 Greek Hymn, Lyric, and Elegy	<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>
GR5013 Greek Historians	<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>
GR5014 Greek Drama	<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>
GR5015 Attic Oratory	<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>
GR5016 Readings in Greek Philosophy	<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>
GR5017 Later Greek Prose	<i>Advanced</i>	<i>Advanced</i>	
GR5030 Special Topics in Greek Literature	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>

At least 5 courses (15 credit hours) at or above the 2000 level are to be selected in consultation with and approved by the major advisor from Classical Greek or from appropriate courses in Classics, History (Ancient History), History of Art (Greek, Roman or Byzantine Art), Philosophy (Ancient Philosophy) or Theatre (Ancient History of Theatre). *A maximum of 3 courses from outside the Department of Classics may count as electives toward the major.

See Classical Humanities concentration list of electives

CURRICULAR MAP
CLASSICS - *Latin Concentration*

COURSES <i>Required Courses offered by Classics</i>	Goal A	Goal B
	Students demonstrate understanding of the literature and cultures of ancient Greece and Rome in their historical setting (“historical competence”)	Students research a topic in ancient literatures and cultures by making use of the documents of these cultures (“research competence”)

Prerequisites in Latin (Latin 1101-1103 or Accelerated Latin Sequence, Latin 1101.55 and 1102.55, or Latin Intensive Workshop, Latin 1890 and 1891 or 5890 and 5891)

At least 5 courses (15 credit hours) at or above the 2000 level, at least 2 courses (6 credit hours) of which should be taken at or above the 5000 level from the following

LAT2101 Cicero	<i>Beginning</i>	<i>Intermediate</i>
LAT2102 Vergil	<i>Beginning</i>	<i>Intermediate</i>
LAT2103 Roman Historians	<i>Beginning</i>	<i>Intermediate</i>
LAT2104 Ovid	<i>Beginning</i>	<i>Intermediate</i>
LAT2105 Latin Lyric	<i>Beginning</i>	<i>Intermediate</i>
LAT2106 Roman Comedy	<i>Beginning</i>	<i>Intermediate</i>
LAT4998 Research	<i>Advanced</i>	<i>Advanced</i>
LAT4998(H) Honors Research	<i>Advanced</i>	<i>Advanced</i>
LAT4999 Thesis Research	<i>Advanced</i>	<i>Advanced</i>
LAT4999(H) Honors Thesis Research	<i>Advanced</i>	<i>Advanced</i>
LAT5011 Readings in Latin Epic	<i>Advanced</i>	<i>Advanced</i>
LAT5012 Readings in Roman Lyric and Erotic Poetry	<i>Advanced</i>	<i>Advanced</i>
LAT5013 Readings in Roman Historians	<i>Advanced</i>	<i>Advanced</i>
LAT5014 Readings in Roman Comedy	<i>Advanced</i>	<i>Advanced</i>
LAT5015 Readings in Roman Oratory and Rhetorical Theory	<i>Advanced</i>	<i>Advanced</i>
LAT5016 Readings in Roman Philosophy	<i>Advanced</i>	<i>Advanced</i>
LAT5017 Readings in Roman Satire and Novel	<i>Advanced</i>	<i>Advanced</i>

LAT5018 Reading in Post-Classical Latin	<i>Advanced</i>	<i>Advanced</i>
LAT5030 Special Topics in Latin Literature	<i>Advanced</i>	<i>Advanced</i>
LAT5890 Intensive Latin Workshop I	Beginning/Intermediate	Beginning/Intermediate
LAT5891 Intensive Latin Workshop 2	Intermediate/Advanced	Intermediate/Advanced

At least 5 courses (15 credit hours) at or above the 2000 level are to be selected in consultation with and approved by the major advisor from Latin or from appropriate courses in Classics, History (Ancient History), History of Art (Greek, Roman, or Byzantine Art), Philosophy (Ancient Philosophy), or Theatre (Ancient History of Theatre). *A maximum of 3 courses from outside the Department of Classics may count as electives toward the major.

See Classical Humanities concentration list of electives

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Beginning/Intermediate Beginning/Intermediate Beginning/Intermediate Beginning/Intermediate

Intermediate/Advanced Intermediate/Advanced Intermediate/Advanced Intermediate/Advanced

d

d

d

d

Goal G

Students research a topic in ancient literatures and cultures by making use of original documents.

Beginning

Intermediate
Intermediate
Intermediate
Intermediate
Intermediate
Intermediate

Advanced
Advanced
Advanced
Advanced
Advanced

Advanced
Advanced
Advanced

Advanced
Advanced
Advanced

Advanced

Advanced

Beginning/Intermediate

Intermediate/Advance

d

CURRICULAR MAP

CLASSICS - Greek and Latin Concentration

COURSES

Required Courses offered by Classics

Prerequisites in Greek (Greek 1101-1103) or Intensive Greek Workshop (Greek 5890 and 5891)

Prerequisites in Latin (Latin 1101-1103 or Accelerated Latin Sequence, Latin 1101.55 and 1102.55, or Latin Intensive Workshop, Latin 1890 and 1891 or 5890 and 5891)

At least 5 courses (15 credit hours) in Latin and Greek at the 2000 level and above (representing both languages in any combination). Of these, at least 2 courses (6 credit hours) must be at the 5000 level (in one language, or in both languages) from the following:

GR2101 Attic Prose
GR2102 Homer
GR2103 The Greek Historians
GR2104 Sophocles
GR2110 The Greek New Testament
GR4998(H) Research
GR4999(H) Thesis Research
GR5011 Greek Epic
GR5012 Greek Hymn, Lyric, and Elegy
GR5013 Greek Historians
GR5014 Greek Drama
GR5015 Attic Oratory
GR5016 Readings in Greek Philosophy
GR5017 Later Greek Prose
GR5030 Special Topics in Greek Literature
LAT2101 Cicero
LAT2102 Vergil
LAT2103 Roman Historians
LAT2104 Ovid
LAT2105 Latin Lyric
LAT2106 Roman Comedy
LAT4998 Research

LAT4998H Honors Research
LAT5011 Readings in Latin Epic
LAT5012 Readings in Roman Lyric and Erotic Poetry
LAT5013 Readings in Roman Historians
LAT5014 Readings in Roman Comedy
LAT5015 Readings in Roman Oratory and Rhetorical Theory
LAT5016 Readings in Roman Philosophy
LAT5017 Readings in Roman Satire and Novel
LAT5018 Reading in Post-Classical Latin
LAT5030 Special Topics in Latin Literature
LAT5797 Study at a Foreign University
LAT5890 Intensive Latin Workshop I

LAT5891 Intensive Latin Workshop 2

Required: Classics 4999 or 4999H Thesis Research

The remaining 4 courses (12 credit hours) will consist of further Greek and Latin courses at or above the 2000 level and/or relevant elective courses chosen in consultation and approved by the major advisor. *A maximum of 3 courses from outside the Department of Classics may count as electives toward the major.

See Classical Humanities concentration list of electives

LEARNING GOALS			
Goal A	Goal B	Goal C	Goal D
Students demonstrate understanding of the literature and cultures of ancient Greece and Rome in their historical setting (“historical competence”)	Students research a topic in ancient literatures and cultures by making use of the documents of these cultures (“research competence”)	Students analyze the role the literatures and cultures of ancient Greece and Rome have played in the history of Western civilization up to the present day (“reception competence”)	Students interpret cultures that are foreign both in place and in time, using the cultures, literatures and religions of Greece and Rome as model case studies (“cultural competence”)

<i>Beginning</i>	<i>Intermediate</i>		<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>		<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>		<i>Beginning</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>		<i>Advanced</i>
<i>Beginning</i>	<i>Intermediate</i>		<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>		<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>		<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>		<i>Beginning</i>
<i>Beginning</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Beginning</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>

<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>		<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
Intermediate/Advanced	Intermediate/Advanced	Intermediate/Advanced	Intermediate/Advanced
d	d	d	d
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>

Goal E	Goal F	Goal G
Students master language competence in Greek and/or Latin, i.e. (i) students read and translate ancient Greek and/or Latin texts, and (ii) students analyze and explain Greek and/or Latin sentences in terms of	Students analyze and explain an ancient Greek and/or Latin literary text	Students research a topic in ancient literatures and cultures by making use of original documents.
<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>

<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
Intermediate/Advanced	Intermediate/Advanced	Intermediate/Advanced
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>

CURRICULAR MAP

CLASSICS: Ancient History and Classics

COURSES & REQUIREMENTS	LEARNING GOALS			
	Goal A	Goal B	Goal C	Goal D
	Students broaden their knowledge of the history of Greece and Rome in its overall development, major events, and the methods used in the scholarly research of them	Students develop the ability to read a Greek and/or Latin text in its original language and to situate it in its cultural and historical contexts	Students research topics of Greek or Roman history by using the original documents	Students interpret cultures that are foreign both in place and in time, using the cultures, literatures and religions of Greece and Rome as model case studies (“cultural competence”)
Prerequisites in Greek and/or Latin:				
Greek language sequence:				
Greek 1101		<i>Beginning</i>		
Greek 1102		<i>Intermediate</i>		
Greek 1103	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
Latin language sequence:				
<i>Students may choose between the Regular or Accelerated. Alternatively, students may take the Intensive Latin Workshop, which covers the equivalent material of Latin 1101.01, 1102.01, 1103 and two 2000-level Latin courses.</i>				
Latin 1101.01		<i>Beginning</i>		
Latin 1102.01		<i>Intermediate</i>		
Latin 1103	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
Latin 1101.55		<i>Beginning/Intermediate</i>		
Latin 1102.55		<i>Intermediate</i>		
Latin 1890/5890 and Latin 1891/5891	<i>Beginning</i>	<i>Beginning to Advanced</i>	<i>Beginning</i>	<i>Beginning</i>
Required Courses in Greek and/or Latin:				
At least 4 courses (12 credit hours) in Greek and/or Latin at or above the 2000 level from the following:				
GR2101 Attic Prose	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2102 Homer	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2103 The Greek Historians	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2104 Sophocles	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2110 The Greek New Testament	<i>Intermediate</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR4998(H) Research	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>
GR4999(H) Thesis Research	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>
GR5011 Greek Epic	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5012 Greek Hymn, Lyric, and Elegy	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>

GR5013 Greek Historians	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5014 Greek Drama	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5015 Attic Oratory	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5016 Readings in Greek Philosophy	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5017 Later Greek Prose	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5030 Special Topics in Greek Literature	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5890 Intensive Greek Workshop	<i>Beginning to Advanced</i>	<i>Beginning to Advanced</i>	<i>Beginning to Advanced</i>	<i>Beginning to Advanced</i>
LAT2101 Cicero	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
LAT2102 Vergil	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
LAT2103 Roman Historians	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
LAT2104 Ovid	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
LAT2105 Latin Lyric	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
LAT2106 Roman Comedy	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
LAT4998(H) Research	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>
LAT4999(H) Thesis Research	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>
LAT5011 Readings in Latin Epic	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5012 Readings in Roman Lyric and Erotic Poetry	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5013 Readings in Roman Historians	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5014 Readings in Roman Comedy	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5015 Readings in Roman Oratory and Rhetorical Theory	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5016 Readings in Roman Philosophy	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5017 Readings in Roman Satire and Novel	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5018 Reading in Post-Classical Latin	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5030 Special Topics in Latin Literature	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5797 Study at a Foreign University	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
LAT5890 Intensive Latin Workshop I	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
LAT5891 Intensive Latin Workshop II	Intermediate/Advanced	Intermediate/Advanced	Intermediate/Advanced	Intermediate/Advanced

Required Courses Offered by History

At least 4 courses (12 credit hours) in History (Ancient History) at or above the 2000 level from the following courses:

History 2201 Ancient Greece and Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2201(E)(H) Ancient Greece and Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2202 Introduction to Medieval History	not applicable	Not applicable	<i>Beginning</i>	<i>Beginning</i>
History 2205 Themes in the History of Western Civilization, Prehistory to 1600	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2210 Classical Archaeology	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2211 The Ancient Near East	Not applicable	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2212 War in the Ancient Mediterranean World	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2213 The Ancient Mediterranean City	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2220 Introduction to the History of Christianity	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2450 Ancient and Medieval Jewish History	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>

History 3210 Archaic Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 3211 Classical Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 3212 Hellenistic Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 3215 Sex and Gender in the Ancient World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3216 War in the Ancient Mediterranean World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3220 The Rise of the Roman Republic	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3221 Rome from the Gracchi to Nero	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3222 The Roman Empire	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3223 The Later Roman Empire	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3224 Citizens and Subjects of Rome: Empire, Slavery, and Law	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3225 Early Byzantine Empire	<i>Not applicable</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>
History 3226 Later Byzantine Empire	<i>Not applicable</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>
History 3227 Gnostics and the Other Early Christian Heresies	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3228 Religion and Society in Late Antiquity	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3229 History of Early Christianity	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 3230 History of Medieval Christianity	<i>Not applicable</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>
History 3235 Medieval Europe I: 300-1100	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
History 4210 Readings in Greek History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4210E Readings in Greek History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4210H Readings in Greek History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4211 Readings in Roman History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4211E Readings in Roman History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4211H Readings in Roman History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4212 Readings in Late Antiquity	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4212E Readings in Late Antiquity	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4212H Readings in Late Antiquity	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4213 Readings in Byzantine History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4213E Readings in Byzantine History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4213H Readings in Byzantine History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4215 Research Seminar in Greek History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4215E Research Seminar in Greek History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4215H Research Seminar in Greek History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4216 Research Seminar in Roman History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4216E Research Seminar in Roman History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4216H Research Seminar in Roman History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4217 Research Seminar in Late Antiquity	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4217E Research Seminar in Late Antiquity	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4217H Research Seminar in Late Antiquity	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4218 Research Seminar in Byzantine History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4218E Research Seminar in Byzantine History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
History 4218H Research Seminar in Byzantine History	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>