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## Term Information

Effective Term Spring 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 2206  
Course Title Politics and Political Thought in the Ancient World  
Transcript Abbreviation PoliticsAncWorld  
Course Description An advanced overview of the governance, politics, and political thought of ancient Greece and Rome. You will trace the development of the ideals and practices of ancient democracy, oligarchy, monarchy, and citizenship within their historical contexts; and examine how some of the earliest political theory was shaped by the societies in which philosophers and theorists lived.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 7 Week, 6 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  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

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## 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**

- Describe and compare the major constitutional systems of the ancient Greek and Romans worlds
- Critique how ancient systems of government changed
- Outline the major aspects of ancient political theory
- Analyze forms and roles of political discourse in ancient societies
- Evaluate the role of citizens, subjects, and slaves in different ancient political systems
- Compare ancient political concepts with modern counterparts
- Evaluate how modern societies draw on ancient political systems and theory

### **Content Topic List**

- Systems of Government in Greece and Rome (Athens, Hellenistic Kingdoms, Republican and Imperial Rome)
- Revolutions and constitutional change
- Citizens, subjects, and slaves
- Political Theory (Plato, Aristotle, Cicero, Augustine)
- Political communication (oratory, art, architecture)
- Reception of ancient politics (modern republicanism)

### **Sought Concurrence**

No

## Attachments

- CLAS 2206 Syllabus.pdf: Syllabus  
*(Syllabus. Owner: Walton, Rachel Kathryn)*
- CLAS 2206 Covernote.pdf: Covernote  
*(Cover Letter. Owner: Walton, Rachel Kathryn)*
- CLAS 2206 Citizenship Submission Doc.pdf: 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)*
- CLAS 2206 PoliSci Concurrence.pdf: Concurrence documentation  
*(Concurrence. Owner: Walton, Rachel Kathryn)*

## Comments

- - If this course will count in one of your majors, please upload an updated curriculum map of that major.
- Please request a concurrence from the Dept of Political Science *(by Vankeerbergen, Bernadette Chantal on 01/12/2024 04:30 PM)*

**COURSE REQUEST**  
2206 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/06/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Walton, Rachel Kathryn	01/11/2024 02:30 PM	Submitted for Approval
Approved	Fullerton, Mark David	01/11/2024 03:05 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/12/2024 04:31 PM	College Approval
Submitted	Walton, Rachel Kathryn	02/02/2024 05:55 PM	Submitted for Approval
Approved	Fullerton, Mark David	02/03/2024 08:15 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/06/2024 04:34 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/06/2024 04:34 PM	ASCCAO Approval

## **Covernote for Classics 2206**

The Classics Department feels it would be helpful to explain how this new course complements two new 3000-level courses that were recently approved for the Citizenship Theme of the new GE.

Classics 2206 *Politics and Political Thought* provides an advanced overview of ancient politics, political culture, and political thought in both the ancient Greek and Roman worlds. Its advanced nature derives from its broad scope and comparativist approach to a thousand-year period of history. It is designed to provide a possible (but not compulsory) pathway towards Classics 3302 *Citizenship in Democratic Athens* and Classics 3224 *Citizens and Subjects of Rome: Empire, Slavery, and Law*, both of which are highly specialized and focused courses, whose topics are covered only briefly in Classics 2206 (in modules 1.1, 1.6 and 3.1). Where there is any overlap of material, it is with the different aim in 2206 of drawing comparison with other ancient political systems.

The Classics Department currently has an active course Classics 4201 *Political Thought and Institutions in the Greco-Roman World*. It used to be taught by a now-departed faculty member; and was a more advanced and specialized course (as befits a 4000-level class) and not part of the GE. As part of wider curricular overall, the department intends to withdraw this course in the near future.

## **CLASSICS 2206**

### **Politics and Political Thought in the Ancient World**

Spring 2025

Monday and Wednesday, 9.35am-10.55am

Location: TBA

3 Credit Hours

Lecture Course

Instructor: Dr Alan J. Ross

Contact: [ross.2005@osu.edu](mailto:ross.2005@osu.edu)

Office Hours: Monday and Friday 11.15am-12.15pm

Location: 414G University Hall

#### **Description**

This course provides an advanced overview of the governance, politics, and political thought of ancient Greece and Rome. These ancient societies developed political practices and theories that continue to underpin modern states and modern political thought. Successful students will be able to trace the development of the ideals and practices of ancient democracy, oligarchy, monarchy, and citizenship within their historical contexts; and examine how some of the earliest political theory was shaped by the societies in which philosophers and theorists lived.

The course is divided into five principal modules of two or three week's duration each. Module I provides an overview of the governing structures of a number of ancient states (Classical Athens, Hellenistic kingdoms, Republican Rome, and Imperial Rome). This first module also provides an historical framework for four further modules of thematic study. Module II analyses the forces that brought about significant constitutional change in ancient societies, with particular emphasis on how democratic or quasi-democratic systems came to an end. Module III offers a comparative study of how individuals were categorized by different types of political system, with emphasis on citizens and the enslaved. Module IV introduces you to some of the major political thinkers of the ancient world (Plato, Aristotle, Cicero, and Augustine). Often these philosophers are cited as foundational for modern political theory; here we will study them within their particular historical and political contexts (as set out in Modules I & II). Finally, Module V offers an overview of types of communication (e.g. formal oratory, and political art and architecture) through which political discourse was sustained in ancient societies.

#### **Course Goals:**

By the end of this course, successful students will be able to:

- Describe and compare the major constitutional systems of the ancient Greek and Romans worlds
- Critique how ancient systems of government changed

- Outline the major aspects of ancient political theory
- Analyze forms and roles of political discourse in ancient societies
- Evaluate the role of citizens, subjects, and slaves in different ancient political systems
- Compare ancient political concepts with modern counterparts
- Evaluate how modern societies draw on ancient political systems and theory.

### **General Education goals and Expected Learning Outcomes**

As part of the Citizenship for a Just and Diverse World theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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

**ELO 1.1** *Engage in critical and logical thinking.*

**ELO 1.2** *Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.*

#### **Rationale:**

This course moves beyond an introductory class by combining a variety of texts: modern scholarship, primary sources, and extended readings of major ancient political philosophers such as Plato and Aristotle. Students will engage in critical and logical thinking about citizenship through comparison and evaluation of differing and conflicting concepts and practices of constitutions, citizenship, politics and political thought in ancient Greek and Roman societies.

Weekly quizzes encourage students to think critically about this material and synthesize it with information and discussion in the lectures. Module papers prompt students to explore in more depth aspects each module that most speak to their interests; the Public Outreach Final Project is also designed to ensure you critique the material encountered in class and articulate it in logical and clear fashion to a wider public.

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

**ELO 2.1** *Identify, describe, and synthesize approaches or experiences.*

**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.*

Students will be required to identify, describe, and synthesize approaches or experiences through three Module Papers. Students will be able to choose from multiple prompts for each of the units of this course, giving them the opportunity to choose a topic that speaks to

them. Additionally, the Citizenship Profiles Portfolio and Public Outreach Final Project due towards the end of the semester are both creative projects that require self-reflection and critique of modern assumptions about citizenship and politics in light of comparable ancient examples.

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

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

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

**Rationale:** The fundamentally comparative nature of this course encourages students to examine a range of political structures and ideas, and the ways that they influence, define or challenge concepts of citizenship. With Module I, students begin by comparing and analyzing constitutional arrangements across four different ancient states, including how citizenship and political participation were defined in each. Module II charts how political systems changed in antiquity, with a particular focus on how democratic systems came to an end in both Athens and Rome. Other modules encourage comparison of citizenship with other political categories within ancient states (Module III: Citizen, Subject, and Slave), and with theoretical models of states and citizenship devised by ancient thinkers (Module IV: Political Theory). In the concluding section (Week 14: Afterlives) students examine how modern political systems (especially the US constitution) were formed in direct imitation or adaption of ancient ones. This course, then, equips students with the historical depth and perspective to become more engaged global citizens of the modern world. Formal opportunities to reflect on and apply this knowledge and these skills will be the Citizenship Profiles Portfolio and Public Outreach Final Project.

**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.*

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

**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.*

**Rationale:** Throughout the course, students examine and evaluate how various political systems, practices, and theories in the ancient world constructed levels of political

participation and exclusion, and how those levels of participation intersected with categories such as religion, social status, and gender. This course establishes a comparative framework of four ancient political systems in which students can trace the varying intersections of justice, difference, citizenship and how they interact with power structures. Students will analyze and critique the intersection of these concepts in the quizzes and Module Papers, and particularly in the Citizenship Profiles Portfolio, where they will chart how these intersections construct concepts of ancient citizenship.

### **Required texts and other course materials.**

- Asmonti, L. 2015. *Athenian Democracy: a Sourcebook*. Bloomsbury.
- Levick, B. 2000. *The Government of the Roman Empire: a Sourcebook*. Routledge.

These two books provide our principal collections of sources. All other ancient sources and readings of modern scholarship will be available electronically via OSU Libraries or posted on Carmen.

### **Assignments and grading**

1. **Weekly Quizzes (20%).** Students will complete a short, open-book quiz via Carmen at the end of most weeks to evaluate your ability to integrate and synthesize information from readings, lectures, and in-class activities (ELO 1.2, 3.1) They will also provide the opportunity for you to receive regular feedback on your mastery of course material (ELO 2.2) The quiz will include four questions that will assess the student's understanding of that week's assigned readings, lectures, and in-class activities. The quiz will open at 11am on a Friday and close at 7pm the same day. Students will have 15 minutes to complete the online quiz, and will have only one chance to do so, but may complete the quiz at any time while it is open. Each student's lowest two quiz scores will be dropped, and the overall quiz grade will be an average of the remaining quizzes.
2. **Module Papers (30%)** 3 Module papers of 4-5 pages on aspects of the class covered during that module (10% each). Paper prompts will be offered, but you are also free to choose your own title in consultation with the instructor. The prompts will encourage you to compare, synthesize, evaluate and critique the material across the whole module; any student-created prompt should do likewise (in fulfillment of ELOs 1.1, 1.2, 2.1 and 2.2). You can choose any three of the five modules to write on; due dates are usually the Wednesday of the first week of the next module (check the syllabus for specific dates).
3. **Citizenship Profiles Portfolio (20%).** Toward the end of the course, you will compile a portfolio of 3 profiles of a typical citizen (or disenfranchised inhabitant, such as a slave or other subject) in any of the historical or theoretical states that we study during this course. The profile should capture what it was like to be an inhabitant of these ancient states, and how it differs to modern concepts of citizenry in western



countries (in fulfilment of ELOs 3.1, 3.2, 4.1 and 4.2). You may outline how each individual could participate formally or indirectly in the political process; assess how gender, class, ethnicity or other aspects of their identity affect that involvement; draw comparisons with other individuals in the ancient world (e.g. how did being a female citizen of democratic Athens compare to being a female citizen in Republican Rome?) and reflect on any parallels or divergences with citizens of modern states.

4. **Participation (10%)** Ask questions, comment, posit interpretations, or raise issues about class readings, discussion, or lectures.

5. **Public Outreach Final Project (20%)**

Pick a concept, political practice, or idea that you have learned about in class this semester. Your goal is to create something to teach the general public (who did not take this class) about the concept you choose. You can use any medium you would like to teach this concept, except for a standard written essay. Be as creative as you would like. Some examples of media you might use – but are not limited to using – are podcasts, blog posts, memes, a series of TikToks, vlogs, video-based news segments, photo exhibit, animation, play, or non-essay forms of writing (e.g., poems). Use whatever you are interested in and/or have existing talents in. You may choose to work alone, or in a group of 2-3. Students working in pairs or groups of three will all receive the same grade and will be asked to submit a statement of contributions.

The project must be submitted digitally via Carmen (e.g., a video of your play or a series of photos from a public event). I expect submissions will vary widely based on how students choose to put together their lesson, but your project will be broadly graded on the following criteria (in fulfilment of ELOs 3.1, 3.2, 4.1 and 4.2):

- Demonstrates a thorough understanding of the concept or idea
- Articulates why the concept is important
- Incorporates concrete examples and information on indigenous groups
- Demonstrates intercultural competence and the ability to translate a course concept to a broad and diverse population using language that is accessible to non-experts
- Demonstrates effort
- Demonstrates thoughtfulness

### Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

### Schedule

The course is divided into five modules plus one introductory and one concluding week. For most class meetings you will be expected to read one or two short works of modern scholarship (an article or book chapter) in advance of class. We will also examine ancient

source material that pertain to the topic of each section; often these will be short extracts drawn from the required textbooks listed above. Source readings will be posted weekly on Carmen. Indicative readings of secondary scholarship are listed below.

### **Week 1 - Introduction**

Wed. Jan 8. 0.1. Timeline, geographies, and peoples.

Fri. Jan 10. 0.2. Texts, sources, and ideas.

- Hammer, D. 2009 "What is Politics in the Ancient World?" in R. Balot (ed.) *A Companion to Greek and Roman Political Thought*. Blackwell. Pp.1-36
- **Quiz 1** (open 11am – 7pm)

### **Module I: Systems of Government**

This module introduces you to four different systems of government in the ancient Greek and Roman worlds. They provide examples of what ancient democracy, monarchy, oligarchy and empire could look like (and how they could co-exist in one system). We will also begin to study how individuals interacted with these systems through categories of citizenship and other designations.

### **Week 2**

Wed. Jan 15.

#### I.1 Athenian Democracy

- Raaflaub, K. 2014. "Why Greek Democracy? Its Emergence and Nature in Context" in D. Hammer (ed.) *A companion to Greek Democracy and the Roman Republic* pp.23-43.

Fri. Jan 17.

#### I.2 Athenian Empire

- Morris, I. 2009. "The Greater Athenian State," in I. Morris and W. Scheidel (eds.) *The Dynamics of Ancient Empires*, eds. Oxford: Oxford University Press. Pp.88-177.
- **Quiz 2** (open 11am – 7pm)

### **Week 3**

Wed. Jan 22

#### I.3 Hellenistic Monarchy

- Braund, D. 2005. "After Alexander: The emergence of the Hellenistic World" in A. Erskine (ed.) *A Companion to the Hellenistic World*. Blackwell. Pp. 17-34.
- Eckstein, A. 2009. "Hellenistic Monarchy in Theory and Practice" in R. Balot (ed.) *A Companion to Greek and Roman Political Thought*. Blackwell. Pp.247-65.

Fri. Jan 24

#### I.4 The Roman Republic I

- North, J. 2006. "The Constitution of the Roman Republic" in N. Rosenstein & R. Morstein-Marx, *A Companion to the Roman Republic*. Blackwell. Pp. 256-277.

- Tatum, W.F. 2009. "Roman Democracy?" in R. Balot (ed.) *A Companion to Greek and Roman Political Thought*. Blackwell. Pp. 214-228.
- **Quiz 3** (open 11am – 7pm)

#### **Week 4**

Wed. Jan 29

##### I.5 The Roman Republic II

- Yakobson, A. 2006. "Popular Power in the Roman Republic" in N. Rosenstein & R. Morstein-Marx, *A Companion to the Roman Republic*. Blackwell. Pp.383-400.
- Eckstein, A. 2006. "Conceptualizing Roman Imperial Expansion under the Republic: An Introduction" in N. Rosenstein & R. Morstein-Marx, *A Companion to the Roman Republic*. Blackwell. Pp.567-89.

Fri. Jan 31

##### I.6 The Roman Empire

- Ando, C. 2006. "The Administration of the Provinces" in D. Potter (ed.) *A Companion to the Roman Empire*. Blackwell pp. 177-192
- **Quiz 4** (open 11am – 7pm)

### **Module II: Revolution, Crisis, and Change**

Module I introduced you some of the principal systems of government in the ancient world, in chronological order from Classical Athens to the Roman Empire. In this module, we examine the historical circumstances in which some of these systems changed, with especial attention to systemic failures of democratic or quasi-democratic forms of government.

#### **Week 5**

Wed. Feb 5.

##### II.1 The Peloponnesian War and the end of Athenian democracy

- Welwei, K-W. 2006. "The Peloponnesian War and its Aftermath" in K. Kinzl (ed.) *A Companion to the Classical Greek World*. Blackwell. pp.426-43.
- **Module I Paper** due 5pm

Fri. Feb 7

##### II.2 The Fall of the Roman Republic

- W.J. Tatum 2006. "The final crisis (69-44BCE)" in N. Rosenstein & R. Morstein-Marx, *A Companion to the Roman Republic*. Blackwell. Pp. 190-212
- **Quiz 5** (open 11am – 7pm)

#### **Week 6**

Wed. Feb 12

##### II.3 A Roman revolution? Augustus and the beginning of the Principate

- Gruen, E. 2005. "Augustus and the Making of the Principate" in K. Galinsky (ed.) *The Cambridge Companion to the Age of Augustus*. Cambridge University Press. pp.33-54

Fri. Feb 14

II.4 A Christian revolution? Constantine and the state Church

- Drake, H. 2006. "The impact of Constantine on Christianity" in N. Lenski (ed.) *The Cambridge Companion to Constantine*. Cambridge UP. Pp. 111-136.
- **Quiz 6** (open 11am – 7pm)

### **Module III: Citizen, subject, and slave**

This module introduces you to the major categorizations into which ancient societies divided their inhabitants. We consider ancient concepts of citizenship across the governmental systems introduced in Module I, and compare them to other categorizations such as the enslaved and others. We will focus particularly on the practical consequences of these categorization for access to the law and justice, as well as societal status.

### **Week 7**

Wed. Feb 19

III.1 Citizenship and exclusion in Classical Greece and Republican Rome

- Cartledge, P and M. Edge 2009. "Rights," Individuals, and Communities in Ancient Greece" in R. Balot (ed.) *A Companion to Greek and Roman Political Thought*. Blackwell. Pp. 149-63.
- Champion, C. B. 2009. "Imperial ideologies, citizenship myths, and legal disputes in classical Athens and Republican Rome" In R. Balot (ed) *A companion to Greek and Roman political thought*. Blackwell. 85–99.
- **Module II Paper** due 5pm

Fri. Feb 21

III.2 Citizenship and Empire

- Gardner, J. F. 1993. *Being a Roman citizen*. Routledge.
- Erskine, A. 2010. "The Subject" in *Roman Imperialism*. Edinburgh UP. Pp. 50-70.
- **Quiz 7** (open 11am – 7pm)

### **Week 8**

Wed. Feb 26

III.3 Identity, integration, and empire.

- Gleason, M. 2006. "Greek Cities Under Roman Rule" in D. Potter *A Companion to the Roman Empire*. Blackwell. Pp. 228-249.

Fri. Feb 28

### III.4 Slavery in Greece and Rome

- Fisher, N. 2006. "Citizens, Foreigners and Slaves in Greek Society" in K. Kinzl (ed.) *A Companion to the Classical Greek World*. Blackwell. Pp. 327-49.
- Urbainczyk, T. 2008. *Slave revolts in Antiquity*. Univ. of California Press.
- **Quiz 8** (open 11am – 7pm)

### Module IV: Political Theory

In this module, you will read the works of some of the major political thinkers of antiquity, whose theories have had lasting influence on successive societies, including our own. In addition to gaining an understanding of their theories (in which they often advocated for an ideal state), we will critique them within the context of the actual states in which they lived and wrote.

#### Week 9

Wed. Mar 5

##### IV.1 Plato's *Republic*

- Saxenhouse, A. 2009. "Freedom, Tyranny, and the Political Man: Plato's *Republic* and *Gorgias*, a Study in Contrasts" in R. Balot (ed.) *A Companion to Greek and Roman Political Thought*. Blackwell. Pp.353-366.
- **Module III Paper** due 5pm

Fri. Mar 7

##### IV.2 Aristotle and Constitutions

- Miller, F. 2009. "Aristotle on the Ideal Constitution". In G. Anagnostopoulos (ed.). *A Companion to Aristotle*. Blackwell. Pp. 540-554.
- **Quiz 9** (open 11am – 7pm)

#### Week 10

Mar 10-14 Spring Break

#### Week 11

Wed. Mar 19

##### IV.3 Cicero and Roman Republicanism

- Nicgorski, W. 2022. "Cicero: In and Above the Republic's Political Culture." in V. Arena and J. Prag (eds) *A Companion to the Political Culture of the Roman Republic*. Pp. 125-135.

Fri. Mar 21

##### IV.4 Christian and Neoplatonic rulership

- O'Daly, G. 1999. *Augustine's City of God: A reader's guide*. Oxford University Press

- O'Meara, D. 2004. "A Neoplatonist ethics for high-level officials: Soptratos' *Letter to Himerios*" in A. Smith (ed.) *The Philosopher and Society in Late Antiquity*. Classical Press of Wales. Pp. 91-100.
- **Quiz 10** (open 11am – 7pm)

### **Module V: Political communication**

In previous modules, we have examined formal aspects of constitutions, legal systems, and the status of citizens and others. In this final module, we examine the role of discourse in sustaining, critiquing, and reforming political systems. Before the era of mass media, oratory and visual art were crucial means for individuals and the powerful to exchange ideas.

#### **Week 12**

Wed. Mar 26

##### V. 1 Oratory in Athens and the Roman Republic

- Steele, C. 2022. "Rhetoric and Roman Political Culture" in V. Arena and J. Prag (eds) *A Companion to the Political Culture of the Roman Republic*. Pp. 446-454.
- **Module IV Paper** due 5pm

Fri. Mar 28

##### V.2 Oratory under monarchy

- Rees, R. 2018. "Panegyric" in S. McGill & E. Watts (eds.) *A Companion to Late Antique Literature*. Blackwell. Pp. 209-220.
- Pernot, L. 2015. "New approaches to epideictic" in *Epideictic Rhetoric*. University of Texas. Pp. 101-120.
- **Quiz 11** (open 11am – 7pm)

#### **Week 13**

Wed. Apr 2

##### V.3 Political art and architecture

- Zanker, P. 1988. "The Mythical Foundations of the New Rome" in *The Power of Images in the Age of Augustus*. Michigan. Pp.167-238.

Fri. Apr 4

##### V.4 Laws, inscriptions, and coins.

- Garcia, M.P. 2018. "Julian's Self-Representation in Coins and Texts" in D. Burgersdijk & A. Ross (eds) *Imagining Emperors in the Later Roman Empire*. Brill. Pp. 204-233.
- Witschel, C. 2008. "The 'Res gestae divi Augusti' and the Roman empire". In *Conceiving the empire*. Oxford. Pp.241-266.
- **Quiz 12** (open 11am – 7pm)
- **Citizenship Profiles Portfolio** Due 5pm

## Conclusions: Afterlives

Throughout the course so far, we will have drawn comparisons where relevant with contemporary ideas of constitutions, systems of government and justice, and citizenship. In this concluding week, we formally study how modern states have actively used the ancient world to shape new systems of government. We'll question how and why they have invoked ancient constitutional arrangements.

### Week 14

Wed. Apr 9

#### C.1 Classical Athens and Modern Greek Nationalism

- Wallace, J & V. Lambropoulos 2021. "Hellenism, philhellenism and classical reception: commemorating the 1821 revolution", *Classical Receptions Journal* 13: 571–596.
- **Module V Paper** due 5pm

Fri. Apr 11

#### C.2 Republicanism, ancient and modern

- Shalev, E. 2022. "A Roman Revolution: Classical Republicanism in the Creation of the American Republic." in V. Arena and J. Prag (eds) *A Companion to the Political Culture of the Roman Republic*. Pp.68-80.
- Wallace, R. 2009 "Personal Freedom in Greek Democracies, Republican Rome, and Modern Liberal States" in R. Balot (ed.) *A Companion to Greek and Roman Political Thought*. Blackwell. Pp.164-178

### Week 15

Wed. Apr 16. Review and wrap-up discussion

Fri. Apr 18. **Public Outreach Final Project** Due 5pm

#### Statement on academic misconduct:

- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

#### Statement about disability services

- 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 religious accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

#### **Mental health statement**

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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Title IX Statement**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

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

## Overview

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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)

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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.

*(enter text here)*

This course fits within the theme of Citizenship in two main ways. It encourages students to become better informed citizens in the contemporary world by equipping them with historical perspective on ancient constitutions, political practices, and political theories that have underpinned modern western systems of government and concepts of citizenship. Students are thus able to critique and better understand modern state structures and citizenship via historical comparison.

Secondly, throughout the course, students will examine how the concepts of citizenship and politics interacted in the ancient world; what limited and shaped different groups’ access to political participation; and how the changing nature of power structures affected the creation and definitions of citizenship.

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

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

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

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

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	Students will engage in critical and logical thinking about citizenship primarily through comparison and evaluation of the differing and conflicting concepts and practices of constitutions, citizenship, political practice, and political thought in ancient Greek and Roman societies.  Students complete weekly readings which comprise introductory to advanced modern scholarship, and ancient sources. In Module IV they will read extensive passages of ancient political philosophy (Plato, Aristotle, Cicero, Augustine). Weekly quizzes encourage students to think critically about this material and synthesize it with information.
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will deeply study the governance structures, political discourse, and political thought of a range of ancient Mediterranean societies. They will be encouraged to draw comparisons both between ancient political systems and with modern ideas of states and citizenship.  Students will read original research alongside ancient sources (provided in source textbooks). Weekly quizzes will evaluate the students' ability to integrate and synthesize information from readings, lectures, and in-class activities. In the three Module Papers, they will compare and critique readings from several classes to into a synthesized review, which captures the nature of political structures, theory, or practice across different ancient societies. Both the Citizenship Profiles Portfolio and the Public Outreach Final Project require sustained and developed exploration of a range of readings, and the presentation of their research in public-orientated and accessible ways.
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	Students will identify, describe, and synthesize 1) approaches to citizenship in scholarship and ancient political thought and 2) experiences of citizenship both in primary sources and via comparison of their own experiences of citizenship in the modern world. For example, the Citizenship Profiles Portfolio encourages students to explore in a sustained way the experiences of individuals living within different political systems in the ancient world and to compare them both to other examples in the ancient world and to modern ideas of citizenship and political participation. Similarly, the Public Outreach Final Project prompts students to synthesize information and sources on an aspect or concept from ancient political culture (an example could be 'ostracization' – a means of banishing politicians via a popular vote in Classical Athens), and to present it in an accessible way to a non-specialist public.
<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.	Throughout the course, discussion questions posed in class encourage students to see connections between the material covered, contemporary issues, and citizenship. For example, in Week 1.4 they will examine how the Roman republic contained legally defined citizens (women) who were excluded from a notionally democratic system, and thus critique modern assumptions that citizenship in democratic states necessarily entails rights to direct participation in the political system. In terms of assessment, feedback offered on quizzes and Module Papers will encourage students to reflect on their progress and shape their plans for the Citizenship Profiles Portfolio and Public Outreach Final Project. Both of these assessments are creative projects that require self-reflection and critique of modern assumptions in light of comparable ancient material (for example, a Public Outreach Final Project could re-imagine how Roman group-voting might affect campaigning if applied in modern elections).  In the Concluding section of the course (Week 14: Afterlives) will encourage students to reflect on how modern political systems were formed in direct imitation or adaptation of ancient ones.

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students’ access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they’ve found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie’s talk on how a single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.</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>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## 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.

	Course activities and assignments to meet these ELOs
<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.	This course is fundamentally comparative in how students examine political structures and ideas, and the ways that they influence concepts of citizenship. With Module I, students begin by comparing and analyzing constitutional arrangements across four different ancient states, including how citizenship and political participation were defined in each. Module II charts how systems change in antiquity, with a particular focus on how democratic systems came to an end in both Athens and Rome. Other modules encourage comparison of citizenship with other political categories within ancient states (Module III: Citizen, Subject, and Slave), and with theoretical models of states and citizenship devised by ancient thinkers (Module IV: Political Theory). In the concluding section (Week 14: Afterlives) students examine how modern political systems (especially the US constitution) were formed in direct imitation or adaption of ancient ones.
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Teaching intercultural competence as an historically-informed global citizen is central to the mission of this course. In class, students frequently explore historical examples of how citizenship can be conditioned by political practice, theory, and discourse, in terms of direct and indirect access to political processes. For example, they examine the role of unwritten constitutions and the role of law in I.4, III.1, IV.2. They analyze the effects of religious change on the status of citizens and the state in II.4. They also analyze a range of ancient forms of political communication, not least ancient oratory and persuasive speech, that continue to have modern application in democratic states, V.1 & V.2. Formal opportunities to reflect on and apply this knowledge and these skills will be the Citizenship Profiles Portfolio and Public Outreach Final Project.
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Throughout the course, students examine and evaluate how various political systems, practices, and theories in the ancient world constructed levels of political participation and exclusion, and how those levels of participation intersected with categories such as religion, social status, and gender. For example, in I.1 students examine Athenian direct democracy, and how this foundational constitutional arrangement nonetheless excluded women, slaves and non-Athenians who resided in the City. In Module III, students study the practice of ancient slavery, and how the Roman state categorized subjects alongside citizens. And in Module IV, they critique how ancient theorists sought to account for these categories when designing ‘ideal’ states in works such as Plato’s Republic or Augustine’s City of God; and what constitutes a ‘just’ state in each case. Weekly quizzes will prompt students to critique these forms of diversity and justice; as will the prompts in the Module Papers.
<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.	This course establishes a comparative framework of four ancient political systems in which students can trace the varying intersections of justice, difference, citizenship and how they interact with power structures. For example, in IV.1 they examine how Plato advocates for an ideal state which is predicated on a rigorous hierarchical system (of ‘guardians’, ‘workers’ etc.), and how this ‘ideal’ was conditioned by his own experience of the end of democratic Athens (examined in I.1 and II.1). It studies how new religious groups such as Christians could take control of traditional power structures (II.4; IV.4). The construction and role of different categories such as imperial subject, slave, and citizen are examined across all four constitutional case studies (e.g. I.2, I.5, III.1, III.2, III.3, III.4). Students will analyze and critique the intersection of these concepts in the quizzes and Module papers, and particularly in the Citizenship Profiles Portfolio, where they will chart how these intersections construct concepts of ancient citizenship.

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>



	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 4.2</b> <i>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.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>





