Term Information

Effective Term	Spring 2025

Course Change Information

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

Adding the option to offer the course 100% DL

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

To expand access to the Classics Department's courses to a wider range of students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Classics
Fiscal Unit/Academic Org	Classics - D0509
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	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?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*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

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 Yes

Attachments

- CLAS 2006 DL Syllabus.docx: Distance Learning Syllabus

  (Syllabus. Owner: Walton,Rachel Kathryn)

- CLAS 2206 Syllabus In Person.docx: In Person Syllabus

  (Syllabus. Owner: Walton,Rachel Kathryn)

- CLAS 2206 DL Cover Sheet.pdf: DL Cover Sheet

  (Other Supporting Documentation. Owner: Walton,Rachel Kathryn)

- CLAS 2206 History Concurrence.pdf: Concurrence

  (Concurrence. Owner: Walton,Rachel Kathryn)

- CLAS 2206 PoliSci Concurrence.pdf: Concurrence

  (Concurrence. Owner: Walton,Rachel Kathryn)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Walton,Rachel Kathryn	08/28/2024 12:25 PM	Submitted for Approval
Approved	Fullerton,Mark David	08/28/2024 12:43 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/12/2024 09:51 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/12/2024 09:51 AM	ASCCAO Approval

Syllabus

CLASSICS 2206

Politics and Political Thought in the Ancient World

Spring 2025

3 Credit Hours

Online

Course overview

Instructor

- Dr Alan J. Ross
- Ross.2005@osu.edu
- 614-292-2744

- Course Zoom Link; TBA
- Office Hours: Mondays 1-2pm; Thursdays 10am-11am
  - Zoom Link: TBA

Note: My preferred method of contact is **email**

Course 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 expected learning outcomes

By the end of this course, students should successfully 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 boards 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 they 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. The Citizenship Profiles Portfolio and Public Outreach Final Project 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). Additionally, students will complete a self-reflection essay at the end of the course, in which they will tasked with reflecting on how the material they have studied has changed their perception of modern political systems and their role as citizens in the modern world.

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 an apply this knowledge and these skills will be in the Discussion posts, 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, discussion boards, and Module Papers, and particularly in the Citizenship Profiles Portfolio, where they will chart how these intersections construct concepts of ancient citizenship.

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

I will hold weekly synchronous office hours as well as online study sessions and Q&A sessions in advance of Module papers, Citizen Profiles Portfolios and the Public Outreach Group Final Project (dates TBD) during which you may discuss topics and concepts with one another or me and ask questions, etc.—but these sessions are also optional.

Pace of online activities

This course is divided into **weekly modules**. Each module includes an introductory video, summary of week's activities and assignments, video lectures, readings of ancient material and/or modern scholarship, and supplemental online materials. You will work on your weekly modules each Monday through Saturday, ideally at the following tempo:

Monday-Tuesday:	Begin required reading and viewing
Wednesday:	Complete required reading and viewing
Thursday:	Post discussion board assignment
Friday/Saturday:	Post discussion board responses and complete Quiz

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

In a typical week, you'll watch 1.5-2 hours of video lectures or other pre-recorded course content. An additional 1-2 hours of direct instruction each week will include my individual feedback to your Quizzes, Module Papers, Discussion Board posts and responses and writing assignments. This feedback will either be in the form of online annotations and comments (for individual feedback) and recorded videos that respond to larger points raised by the whole group's assignments.

You will contribute posts and responses to your discussion board groups and participate in optional synchronous activities. You'll also read 50-150 pages of ancient texts and/or modern scholarship and related content from other sources and reflect on course content through the Quizzes, Discussion Boards, and writing assignments. All told, these engagements should take about an additional 6 hours each week (beyond the 3 hours of direct instruction) I estimate will be required for you to complete the course satisfactorily.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

- **Complete all course readings, Quizzes, and other assignments**
- **Contribute to discussion boards**: You can expect to post your own contribution and respond to peers' posts, on average, once weekly. See "Course communication guidelines" below for more information on discussion board contributions

- **Engage optional synchronous live sessions** (i.e., study sessions, Q&A sessions).

Office hours and live sessions (optional)

I will hold office hours on Mondays 1-2pm and Thursdays 10am-11am via Zoom. I strongly encourage you to schedule an appointment if you need to secure a specific time to meet with me or anticipate our conversation may exceed 10-15 minutes. If you have a specific question or topic you would like to discuss, please consider emailing me in advance with your question(s) or a brief description of what you would like to discuss.

You may, of course, drop in to office hours via the Zoom Link (Password: Classics) without scheduling an appointment—but I will use the waiting room to ensure confidentiality of conversations, so you may find yourself in a queue. Should you be unavailable on Mondays 1-2pm and Thursdays 10am-11am, please reach out to me via email (ross.2005@osu.edu) to schedule an appointment at another time during the week.

Course communication guidelines

Discussion posts and responses and class communication guidelines

As part of your course grade, you will (weekly) BOTH submit a post to AND respond to peers' posts on the Discussion Board. The following are expectations for how we communicate as a class on the discussion board and other online conversations and contexts. Above all, please remember to be respectful and thoughtful

Writing style

When posting to the discussion board, there is no need to compose posts as if you were writing a formal paper, but you should attend conscientiously to grammar, spelling, and punctuation—all of which will make your post more accessible and persuasive. Informality (including an occasional emoticon) is fine for discussion boards and in other conversational contexts. Discussion board posts are not graded on the quality of the writing, but recurring or egregious errors will compromise their effectiveness.

Tone and civility

We will collectively strive to maintain—and all play a role in creating and sustaining—a supportive learning community in which everyone can contribute meaningfully and discuss topics amicably, keeping course goals in mind.

The course will include opportunities for online conversations and collaboration with your classmates. As you collaborate and respond to one another, please do so forthrightly but with a generosity of spirit. Credit others' ideas and work faithfully to represent their ideas. Refrain from being dismissive of and disrespectful toward others by launching ad hominem attacks or engaging in other troubling behaviors.

Should you encounter a contested or difficult conversation or situation, consider employing actions for

- **Active listening** (e.g., mirror/paraphrase, check for understanding, probe for information and feelings, encourage/show empathy, summarize, show verbal and non-verbal attentiveness) or
- **Constructive feedback** (e.g., convey your positive intent, describe specifically what you observed, state the impact of the behavior or actions, ask the other person to respond, focus the discussion on solutions)
- **Resolving conflict** (e.g., recognize emotions, briefly describe the problem and share your positive intent, actively listen and seek

first to understand, share your perspective of the problem and impact, work together on an action plan or next steps, check for progress and express thanks)

If a situation remains challenging or is disrupting to your own or others' learning despite your attempts to address the matter, please reach out to me. I will work with you and your classmates to address and seek to resolve the situation.

Citing your sources

When posting to the discussion boards or in other conversational contexts, please reference your sources. Doing so will add credibility to your claims and give others ready access to the information. I will advise students whose posts do not cite sources appropriately before such lapses negatively impact discussion board grades.

Protecting and saving your work

I highly recommend that you compose all your work in a word processor and save it in document form. That allows you to save your work and (when posting to discussion boards or other online locations) then copy and paste into location without fear of losing your work. Having digital copies of your work saved locally on your device

Course materials and technologies

Textbooks

Required

1. Asmonti, L. 2015. *Athenian Democracy: a Sourcebook*. Bloomsbury.
2. 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.

Other fees or requirements

There are no further fees or requirements for this course.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

Grading and instructor response

How your grade is calculated

Assignment Category	Percentage
Assignment #1 Quizzes	15%
Assignment #2 Discussion board posts/responses	15%
Assignment #3 Module Papers	30%
Assignment #4 Citizenship Profiles Portfolio	15%
Assignment #5 Public Outreach Group Final Project	15%
Assignment #6 Self-reflection Essay	10%
Total	**100%**

Description of major course assignments

Assignment 1. Weekly Quizzes (15%).

Description: Students will complete a short, open-book quiz via Carmen during most weeks to evaluate your ability to integrate and synthesize information from readings, lectures, and in-class activities (ELO 1.2, 3.1). You 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 your understanding of that week's

assigned readings and recorded lectures. The quiz will open at 9.30am on Monday at close at 5pm on Friday. Students will have 15 minutes to complete the online quiz (a timer will show how long is remaining), 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.

Academic integrity and collaboration guidelines

Quizzes are intended to gauge your developing understanding and you are expected to complete them independently and without consultation or collaboration with others and without consulting any resources (e.g., our textbook) that might assist you in completing the Quizzes.

NOTE: You may not use AI to draft, compose, revise, or edit any element of the Quizzes, in part or in whole.

Assignment 2: Discussion board posts/responses (15%)

Description Students will complete 12 weekly Discussion Board Posts or Responses. Discussion Board Posts/Responses are low-stakes assignments intended as sites for collectively exploring and investigating key terms, tools, and theories to complement Quizzes, Module Papers, and the Final Project. You must BOTH post AND respond to a peer's post on each weekly discussion board. Please aim to make your initial post by Wednesday so your peers have time to respond. Discussion boards will close on Saturdays at 12pm.

Discussion Board Posts/Responses will be assessed on a ✓-, ✓, ✓+ scale, with the overall average determining the grade: ✓- average=C- to C+; ✓average=B- to B+; ✓+ average=A- to A.

Discussion Posts or Responses submitted after the due date/time will receive a "0."

I will take the 10 highest Discussion Board Post and Response scores to determine students' Discussion Board Posts/Response grades. Rubrics for Discussion Board Posts/Responses will be provided to students.

Academic integrity and collaboration guidelines

As Discussion Board Posts/Responses are intended as opportunities to share your understanding with others and respond substantively to others' posts, you are to complete them independently and without assistance from others. You may, however, consult any resources (e.g., our textbook or other course materials) that might assist you in completing Discussion Board Posts/Responses, including AI-enabled background research.

NOTE: You may not use AI to draft, compose, revise, or edit any element of Discussion Board Posts/Responses, in part or in whole.

Assignment 3: Module Papers (30%)

Description. 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 fulfilment 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).

Academic integrity and collaboration guidelines. You are expected to complete this assignment independently and without assistance from others. You may, however, consult any resources (e.g., weekly readings) that might assist you in completing the assignment, including AI-enabled background research.

Class discussions and your engagements with peers and me should serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing your work—but you must compose your own argument.

You may consult with staff in the University Writing Center about your work and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your assignment, seeking assistance as you develop your ideas, and begin composing.

NOTE: You may use AI to conduct research for this assignment. However, you may not use AI to draft, compose, revise, or edit any element of this writing assignment, in part or in whole. Turnitin will be enabled for this assignment.

Assignment 4 Citizenship Profiles Portfolio (15%).

Description. 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.

Academic integrity and collaboration guidelines. You are expected to complete this assignment independently and without assistance from others. You may, however, consult any resources (e.g., weekly readings) that might assist you in completing the assignment, including AI-enabled background research.

Class discussions and your engagements with peers and me should serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing your work—but you must compose your own profile analysis.

You may consult with staff in the University Writing Center about your work and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your assignment, seeking assistance as you develop your ideas, and begin composing.

NOTE: You may use AI to conduct research for this assignment. However, you may not use AI to draft, compose, revise, or edit any element of this writing assignment, in part or in whole. Turnitin will be enabled for this assignment.

Assignment 5 Public Outreach Group Final Project (15%)

Description. 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 your

group are interested in and/or have existing talents in. Groups of 3-4 will be assigned. All students in the groups will 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 project, but it 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

Academic integrity and collaboration guidelines. You are expected to complete this assignment collaboratively and constructively within your group. You should plan to correspond with one another regularly through whatever medium is most convenient for all members of your group (email, messaging, mutually-scheduled synchronous Zoom meetings, mutually-scheduled in-person meetings). Class discussions and your engagements with peers and me should serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing your work—but you must collectively in your group compose your own public-outreach project.

You should not consult other groups. You may, however, consult any resources (e.g., weekly readings) that might assist you in completing the assignment, including AI-enabled background research.

Assignment 6. Self-reflection Essay (10%)

Description. At the end of the course you will submit a short (1000 word) essay in which you reflect on how the material encountered in this course correlates with or challenges your prior experiences of contemporary political systems and political discourse. For example, you could address some of the following questions; do features of modern political culture that you took for granted now seem idiosyncratic or more/less justifiable (if so, why)? Do you see any comparanda in ancient political discourse in today's society? How has the study of ancient political culture changed your perception of being a citizen in the modern world?

Academic integrity and collaboration guidelines. You are expected to complete this assignment independently and without assistance from others. You may, however, consult any resources (e.g., weekly readings) that might assist you in completing the assignment, including AI-enabled background research.

Class discussions and your engagements with peers and me should serve as opportunities to generate, identify, develop, build, and enrich the ideas behind your analysis of how your thinking has developed across this course.

You may consult with staff in the University Writing Center about your work and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your assignment, seeking assistance as you develop your ideas, and begin composing.

NOTE: You may use AI to conduct research for this assignment. However, you may not use AI to draft, compose, revise, or edit any element of this writing assignment, in part or in whole. Turnitin will be enabled for this assignment.

Late assignments

All assignments must be submitted by the due dates posted in Carmen and noted on the calendar below (some assignments, such as Quizzes and Discussions, are open for a week-long period, so please ensure you note the final closing date) Doing so will ensure that you do not fall behind, which will often result in rushing later assignments, which in turn often compromises grades on those later assignments. The instructor has the right to reduce the grade of each assignment by one increment (e.g. A- to B+) for each 24hrs after the deadline an assignment is submitted.

I will honor any time accommodations for students registered with the Office of Disability Services and work with students to identify alternative timing or assignment of discussion board posts and responses.

Extensions will only be granted in the case of medical or personal emergencies.

Grading Scale

OSU Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

For periodic or weekly assignments (i.e., Discussion Board Posts/Responses, Quizzes), you can generally expect feedback and assessment within 3 working days.

For other assignments, you can generally expect feedback and assessment within 5 working days.

Preferred contact method

I will reply to emails within 24 hours, Sunday-Thursday, when classes are in session. Emails received on Fridays or Saturdays when classes are in session will receive replies by the end of the day on Mondays. I will not be available to respond over weekends or during holidays or breaks.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

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

Statement on title IX

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

Commitment to a diverse and inclusive learning environment

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

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/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.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily

activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

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; 614-292-3307; or slds.osu.edu.

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

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
1	Jan 6	0.1. Timeline, geographies, and peoples.	
		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	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
			Quiz 1 – Fri 10th, 5pm Discussion 1 – Sat 11th, 12pm
	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.		
2	Jan 13	I.1 Athenian Democracy lectures 1&2 ○ 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.	
		I.2 Athenian Empire	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		○ 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.	
		A review video will be posted for feedback on Quiz 1 and Discussion 1	Quiz 2 – Fri 18th, 5pm Discussion 2 – Sat 19th, 12pm
3	Jan 21	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.	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		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.	
		A review video will be posted for feedback on Quiz 2 and Discussion 2	Quiz 3 – Fri 24th, 5pm Discussion 3 – Sat 25th, 12pm
4	Jan 27	I.5 The Roman Republic II ○ Yakobson, A. 2006. "Popular Power in the Roman Republic" in N. Rosenstein & R. Morstein-	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		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.	
		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	
		An optional synchronous session will be scheduled this week to discuss plans for Module Paper 1	Quiz 4 – Fri 31st, 5pm Discussion 4 – Sat 1st, 12pm

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		A review video will be posted for feedback on Quiz 3 and Discussion 3	
	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.		
5	Feb 3	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.	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		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	
		A review video will be posted for feedback on Quiz 4 and Discussion 4	Module Paper 1 – Wed 5th, 5pm Quiz 5 – Fri 7th, 5pm Discussion 5 – Sat 8th, 12pm
6	Feb 10	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*	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		Augustus. Cambridge University Press. pp.33-54	
		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.	
		An optional synchronous session will be scheduled this week to discuss plans for Module Paper 2 A review video will be posted for feedback on Quiz 5, Discussion 5, and Module Paper 1	Quiz 6 – Fri 14th, 5pm Discussion 6 – Sat 15th, 12pm
	Module III: Citizen, subject, and slave		

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
	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.		
7	Feb 17	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.	
		III.2 Citizenship and Empire	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		• Gardner, J. F. 1993. *Being a Roman citizen*. Routledge. • Erskine, A. 2010. "The Subject" in *Roman Imperialism.* Edinburgh UP. Pp. 50-70.	
		A review video will be posted for feedback on Quiz 6 and Discussion 6	Module Paper 2 – Wed 5th, 5pm Quiz 7 – Fri 7th, 5pm Discussion 7 – Sat 8th, 12pm
8	Feb 24	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.	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		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.	
		An optional synchronous session will be scheduled this week to discuss plans for Module Paper 3 A review video will be posted for feedback on Quiz 7, Discussion 7 and Module Paper 2	Quiz 8 – Fri 28th, 5pm Discussion 8 – Sat 1st, 12pm
	Module IV: Political Theory		

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
	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.		
9	Mar 3	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.	
		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.	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		A review video will be posted for feedback on Quiz 8 and Discussion 8	Module Paper 3 – Wed 5th, 5pm Quiz 9 – Fri 7th, 5pm Discussion 9 – Sat 8th, 12pm
10	Mar 17	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.	
		IV.4 Christian and Neoplatonic rulership ○ O'Daly, G. 1999. *Augustine's* City of God: *A*	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		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.)	
		An optional synchronous session will be scheduled this week to discuss plans for Module Paper 4 A review video will be posted for feedback on Quiz 9, Discussion 9 and Module Paper 3	Quiz 10 – Fri 21st, 5pm Discussion 10 – Sat 22nd, 12pm
	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	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
11	Mar 24	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.	
		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.	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		A review video will be posted for feedback on Quiz 10 and Discussion 10	Module Paper 4 – Wed 26th, 5pm Quiz 11 – Fri 28th, 5pm Discussion 11 – Sat 29th, 12pm
12	Mar 31	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.	
		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*	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		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.	
		An optional synchronous session will be scheduled this week to discuss plans for Module Paper 5 A review video will be posted for feedback on Quiz 11, Discussion 11 and Module Paper 4	Quiz 12 – Fri 4th, 5pm Discussion 12 – Sat 5th, 12pm
	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	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
13	Apr 7	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.	
		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*	

Week	Date (w/c on Mon)	Topics/Readings/Assignments (there'll be one or two recorded videos per topic)	Assessments Due (n.b. Quizzes and Discussion boards open **Monday 9.30am** each week)
		Roman Political Thought. Blackwell. Pp.164-178	
		An optional synchronous session will be scheduled this week to discuss plans for Public Outreach Final Project A review video will be posted for feedback on Quiz 12 and Discussion 12	Module paper 5, Wed 9th, 5pm
14	Apr 13	C.3 Review lectures	
		A review video will be posted for feedback on Module Paper 5	Public Outreach Final Project, Fri April 18th,5pm
15		You should view some of the other group's Public Outreach Projects in preparation for your Self-Reflection Essay.	Self-reflection essay, Monday April 21st, 5pm

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
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. The Citizenship Profiles Portfolio and Public Outreach Final Project 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). Additionally, students will complete a self-reflection essay at the end of the course, in which they will tasked with reflecting on how the material they have studied has changed their perception of modern political systems and their role as citizens in the modern world.

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 an 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 fulfilment 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 (5%)** Ask questions, comment, posit interpretations, or raise issues about class readings, discussion, or lectures.
5. **Public Outreach Final Project (15%)**
   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

6. **Self-reflection Essay (10%)**
   At the end of the course you will submit a short (1000 word) essay in which you reflect on how the material encountered in this course correlates with or challenges your prior experiences of contemporary political systems and political discourse. For example, you could address some of the following questions; do features of modern political culture that you took for granted now seem idiosyncratic or more/less justifiable (if so, why)? Do you see any *comparanda* in ancient political discourse in today's society? How has the study of ancient political culture changed your perception of being a citizen in the modern world?

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

Week 16

Mon. Apr. 21 Self-reflection essay 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**; 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

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 or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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*.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences (Updated 2-1-24)

Course Number and Title: Classics 2206: Politics and Political Thought in the Ancient

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☒ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☒ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☒ Syllabus is consistent and is easy to understand from the student perspective.

☒ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☒ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

[X] Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

The instructor will provide an introductory video each week that will outline the week's tasks (readings, video lectures, tasks, assessments) and make suggestions about how each student will progress through these materials. These points will also be summarized on each weekly module page.

The instructor will participate in weekly discussion boards, and record a weekly feedback lecture outlining major points and issues raised by class performance in the Quiz and Discussion Boards.

The instructor will be available for synchronous office hours each week to answer questions; and will offer written feedback on all written assessment.

[x] Regular instructor communications with the class via announcements or weekly check-ins.

[X] Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

[X] Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

[X] Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

- [X] The tools used in the course support the learning outcomes and competencies.
- [X] Course tools promote learner engagement and active learning.
- [X] Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- [X] Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well)

All compulsory material is designed for asynchronous delivery. Only optional office hours and optional paper-preparation workshops are offered synchronously.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

[X] Course credit hours align with estimated average weekly time to complete the course successfully.

[X] Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

In a typical week, student will watch 1.5-2 hours of video lectures or other pre-recorded course content. An additional 1-2 hours of direct instruction each week will include the instructor's individual feedback to Quizzes, Module Papers, Discussion Board posts and responses and writing assignments. This feedback will both be in the form of online annotations and comments (for individual feedback) and recorded videos that respond to larger points raised by the whole group's assignments.
Students will contribute posts and responses to your discussion board groups and participate in optional synchronous activities. They'll also read 50-150 pages of ancient texts and/or modern scholarship and related content from other sources and reflect on course content through the Quizzes, Discussion Boards, and writing assignments. All told, these engagements should take about an additional 6 hours each week (beyond the 3 hours of direct instruction) required to complete the course satisfactorily. A typical week's pattern may

[X] In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

[X] Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

[X] Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Many of the assessments already have some flexibility over timing built-in, e.g. the quizzes and discussion boards are open for a six-day period. Extensions for any assessment may be granted in consultation with the Instructor. The Instructor will work with any student registered with the Office for Disability Services and requiring accommodations for timed quizzes to ensure they are modified to align with those accommodations.

Academic Integrity

For more information: Academic Integrity.

[X] The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

[X] Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

All Module Papers and the Citizenship Portfolios will be designed with Turnitin enabled. The assessment tab in Carmen will inform students that Turnitin has been enabled for these assignments.

Frequent, Varied Assignments/Assessments

For more information: *Designing Assessments for Students*.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

[X] Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

[X] Variety of assignment formats to provide students with multiple means of demonstrating learning.

[X] Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

In each weekly module, students will engage in a variety of activities:
- viewing videos that offer new content and review of previous materials and assessments
- undertaking individual reading assignments
- demonstrating learning and receiving feedback through Quizzes, Discussions and other assignments
- collaborating with peers through discussions and planning for the Final Group Project
- interacting with the instructor in synchronous sessions (optional)
- completing quizzes

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

[X] Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

[X] Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

[X] Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Students have regular formal and informal opportunities to engage with one another:
- through weekly discussion boards (both posting their own comments and responding to those of their peers)
- in synchronous discussions sessions that aid planning for Modual Papers (optional)
- in preparing and executing the Final Group Project

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning*.

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

[X] Instructor explanations about the learning goals and overall design or organization of the course.

[X] Context or rationale to explain the purpose and relevance of major tasks and assignments.

- [X] Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- [X] Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- [X] Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- [X] Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

-Weekly introductory videos will outline the learning goals and draw connections between that week's material and the rest of the course.
- all introductory and explanatory Pages in Carmen will be fully hyperlinked to tabs for assessment, discussion, files etc.
- Each assignment will be accompanied by detailed explanations of how it should be completed (in written form and via videos). Students may attend optional synchronous planning sessions for module papers and other larger assignments.
- Students have opportunities to take leadership in their learning by deciding their weekly pace through each set of materials; designing their own paper topics in consultation with the instructor (in Office Hours); and collaboratively designing the format of their Public Engagement Final Project.
- Students reflect on their learning through viewing review videos and other feedback; discussing their progress with the Instructor in office hours; and in a concluding Self-Reflection essay.
- Students offer feedback by a formal SEI at the end of the course and less formally at any time in the semester via email or office hours with the Instructor.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by Jeremie Smith on 8-28-2023

Reviewer Comments:

This syllabus includes all required syllabus elements and provides an overview of the course expectations. I have a no substantive recommendations that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee.

Additional resources and examples can be found on ASC's Office of Distance Education website.