

Term Information

Effective Term Autumn 2026

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 4401
Course Title Gaming the Past: Role Playing Political Crisis in Greece and Rome
Transcript Abbreviation GamingThePast
Course Description Study key Greco-Roman political crises before role-playing historical debates to chart a path forward. How should Athens rebuild after total military defeat - oligarchy or democracy? Expand or limit citizenship? What should Rome do the day after the assassination of Julius Caesar? Are his killers heroes or criminals? Should the Senate reassert itself or is autocracy more efficient and attractive?
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 8 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

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

- Learn about modes of citizenship and political decision making in ancient Athens and Rome
- Learn about key historical crises that shaped ancient Athens and Rome
- Engage each political crisis from the perspective of a specific historical faction and personality
- Understand the motivations of members of other political factions
- Compose and present original speeches on actual historical topics
- Engage in live debate with political allies and opponents
- Learn to develop alliances via compromise and give-and-take with members of a faction who have similar but not identical political goals
- Become more comfortable with public and persuasive speaking in both prepared and impromptu contexts
- Assess and express the impact of ancient modes of citizenship and political discourse on our world today

Content Topic List

- Athens in 403 BCE
 - Rome in 43 BCE
 - Caesar's legacy in the US and the impacts of ancient political debates on citizenship in the US today
- No

Sought Concurrence

Attachments

- CLAS 4401 GE submission worksheet - Citizenship Theme.pdf: GE Citizenship Theme Form
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- Classics Undergraduate Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- Gaming the Past course syllabus CITIZENSHIP.docx: Revised syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)
- Response to GE Themes Committee 09.12.25.docx: Letter describing changes
(Cover Letter. Owner: Bauer, Leah)
- Response to GE Themes Committee 09.12.25 (1).docx: Cover Letter
(Cover Letter. Owner: Steele, Rachel Lea)
- Gaming the Past course syllabus CITIZENSHIP Updated 1.27.26.docx: Updated Syllabus 1.27.26
(Syllabus. Owner: Bauer, Leah)

Comments

- Please see feedback email sent 04-23-2025 RLS
Cover letter doc submitted by dept. was blank; new document uploaded w/ permission of dept. RLS
Please see feedback email sent to department 11-05-2025 RLS *(by Steele, Rachel Lea on 11/05/2025 05:25 PM)*
- Please see Subcommittee feedback email sent 08/29/2025. *(by Hilly, Michael on 08/29/2025 01:43 PM)*

COURSE REQUEST
4401 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
01/30/2026

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Walton,Rachel Kathryn | 04/04/2025 01:39 PM | Submitted for Approval |
| Approved | Fullerton,Mark David | 04/04/2025 02:39 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 04/08/2025 10:06 AM | College Approval |
| Revision Requested | Steele,Rachel Lea | 04/23/2025 12:21 PM | ASCCAO Approval |
| Submitted | Walton,Rachel Kathryn | 05/08/2025 01:11 PM | Submitted for Approval |
| Approved | Fullerton,Mark David | 05/08/2025 01:46 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 05/08/2025 02:38 PM | College Approval |
| Revision Requested | Hilty,Michael | 08/29/2025 01:43 PM | ASCCAO Approval |
| Submitted | Bauer,Leah | 09/15/2025 02:38 PM | Submitted for Approval |
| Approved | Fullerton,Mark David | 09/16/2025 07:56 AM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 10/06/2025 09:37 AM | College Approval |
| Revision Requested | Steele,Rachel Lea | 11/05/2025 05:25 PM | ASCCAO Approval |
| Submitted | Bauer,Leah | 01/27/2026 03:47 PM | Submitted for Approval |
| Approved | Fullerton,Mark David | 01/30/2026 12:06 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 01/30/2026 12:43 PM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea | 01/30/2026 12:43 PM | ASCCAO Approval |

GAMING THE PAST:
ROLE PLAYING POLITICAL CRISIS IN GREECE AND ROME
CLAS 4XXX

[Time]
[Classroom]

Prof. Tom Hawkins
Office: University Hall 414E
Office Hours: TBD and by appt.

1) Course Description

“History is just one damned thing after another.” This fake but frequently repeated quote (erroneously attributed to the historian A. J. Toynbee) captures the frustration of those who find neither rhyme nor reason in the exploration of the past. Yet it is the rhyming, as Mark Twain put it, that holds the key to studying history.

In this class, we will throw ourselves into two political crises from the ancient Greco-Roman world that rhyme (in Twain’s sense) with contemporary debates about the direction and vitality of American democracy. Such modern issues will not be accessed directly but via role-playing key debates that erupted in ancient Athens and Rome. By doing this, we will not only learn plenty of historical facts, but we will also engage the process of reacting to developments that shaped these histories. By doing so, we will aim to become more engaged learners and savvy citizens of our world today, so that we will be better able to react to political developments with wisdom, insight and forethought.

Crisis 1: In 404 BCE Sparta defeated Athens in the three-decade long Peloponnesian War. For a handful of months, a brutal puppet regime known as the Thirty Tyrants ruled Athens. Now in 403, those Tyrants have just been driven out by a faction of radical democrats, and we need to decide how to get Athens back on its feet. Do we turn to the blue-blooded aristocrats who had ruled the city years ago or restore the more recent democratic regime that was defeated by Sparta? Should we pardon or execute the many who collaborated with the Tyrants? Should we give citizenship to the resident aliens and/or enslaved people who opposed the Tyrants? And what can be done about that most annoying of all citizens: Socrates?

Crisis 2: It’s March 16, 43 BCE, the day after the assassination of Julius Caesar. For centuries, the Roman Republic had been governed by a Senate of elite men. But in recent years, charismatic generals had increasingly infringed upon the Senate’s power. When Caesar accelerated this trend and ‘crossed the Rubicon’, he consolidated authoritarian control of Rome through populist policies and the loyalty of his troops. But yesterday he was assassinated by senators hoping to restore the Senate’s control over all Roman territory. Now the followers of Caesar and the senatorial faction must figure out what comes next for Rome. Will the Senate restore the Republic, or will someone take up Caesar’s gauntlet and establish a new, even more authoritarian system? Are the senatorial assassins criminals or heroes? Will the legacy of Caesar or Brutus win out in the end?

For each crisis, we will follow the same pattern. For four weeks we will study the history, politics, and personalities that shaped these moments of crisis. The class will be divided into historical factions, each student will be given a specific historical identity, and allied groups will work together to better understand their political values and aspirations. With this study under our belts, we will then spend two weeks role-playing key social and political debates. In these sessions, you will give prepared speeches on set topics, make impromptu responses to your allies and adversaries, devise ways to outmaneuver the opposition, and (finally) take votes to determine the path forward.

At the end of the semester, you will complete a reflection project that will help you assess what you have learned both in terms of historical information (“one damned thing after another”) and the experience of replaying those moments today (“history rhymes”).

2) Required readings

J. Ober, N. J. Norman, M. C. Carnes, *The Threshold of Democracy: Athens in 403 BCE*, University of North Carolina Press, 2022.

Paperback ISBN: 978-1-4696-7075-1

E-book ISBN: 978-1-4696-7234-2

C. A. Anderson and T. K Dix, *Beware the Ides of March: Rome in 44 BCE*, available as PDF

All other required resources will be available for download via Carmen.

3) Grading

20% **9 quizzes.** At the end of each prep week and week 13, there will be a quiz over the assigned readings and lectures.

50% **4 speeches.** Over the course of our game sessions, each student will be required to prepare, deliver, revise and post four speeches. The topic will be determined by the identity of your character within the game. Assigned readings will provide the intellectual framework, and you will shape your speech in terms of various rhetorical strategies (personal appeals, character attacks, examples from the past, philosophical or political ideals, etc.). Dates for the delivery of your four speeches will vary, but you can expect to deliver one speech during each of the four game weeks.

20% **Game participation.** In addition to these formal and prepared speeches, you will be given points for impromptu participation in every game session. In the eight game sessions in which you do not deliver a prepared speech, you will be given 0, 1 or 2 points. 0 for non-participation; 1 for minimal participation (e.g., speaking briefly for or against a prepared speech in predictable ways); 2 points for longer, repeated or more impactful engagements (e.g., providing new facts, fresh perspectives or rousing rhetorical flourishes).

10% End-of-semester reflection. After all the games, you will develop a reflection on the value of studying the history of political crises, how the experience of role-playing and literally embodying an ancient political actor has impacted your learning, and how such historical perspectives can inform modes of engaged citizenship today. You will present a 5-minute overview of your reflections during the last two days of class and then submit a 3 page write-up. We will discuss and develop a group policy about the extent to which individual's contemporary political beliefs should be brought into the oral presentations.
End-of-semester reflections are due before midnight on the Sunday after our last class session.

4) Attendance policy

Attendance in all class sessions is expected (see the *illness policy* below), and the games will succeed only if everyone is present and prepared to participate. **Each unexcused absence will result in a 2% deduction on your final course grade.**

5) Illness policy

With the worst of COVID-19 behind us, and Bird Flu much in the news, we all realize that academic plans may need to change to accommodate personal and community health and wellness. If I get sick but able to teach, I will conduct class sessions via Zoom. If you have symptoms of any contagious illness, **please do not come to class.** If we need to, we can develop a zoom option for participation.

6) General education goals

As part of the CITIZENSHIP FOR A DIVERSE AND JUST WORLD theme within the General Education curriculum, this course is designed to fulfill the following Goals and Expected Learning Outcomes (ELO's) as described.

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

ELO 1.1 Engage in critical and logical thinking.

This course will build skills needed to engage in critical and logical thinking about political debates and the ways that a society navigates moments of political crisis. In the 'study' stages of this course, weekly readings, lectures, class discussions and quizzes will require students to synthesize and critically evaluate historical information. In the 'game' stages, students will role-play real historical debates from specific ideological perspectives in hopes of persuading others to vote for their policy positions. Successful engagement in these debates will rely on evidence-based logical reasoning to evaluate policy positions.

Each assigned speech (each student will develop and deliver four) will build skills in analyzing historical, philosophical and social data related to the topic of each debate. For example, in Weeks 3 and 4 students will read excerpts from Plato's Republic. This monumental text offers a searing critique of Athenian democracy and outlines an idiosyncratic vision of a different political system. From this Platonic perspective, students will excavate the ideals and commitments of their various factions – some of which (such as the radical democrats) staunchly opposed Plato's ideas. Or again, in the first game session (Week 5), students from four political factions will prepare and deliver speeches on the question of whether or not to put the surviving allies of the now-deposed oligarchic regime of the Thirty Tyrants on trial. The Thirty had stripped many of their citizenship, confiscated land, and summarily executed over a thousand people. But would the state be better served by pursuing cases against these individuals or opting for a formal reconciliation? Any answer to this question (which resounds in the aftermath of any episode of civil strife), requires students to balance ideals and practical considerations and to evaluate the presumed criminality of these individuals against the possible impacts of reconciliation. Each faction has its own political agenda, and the vote at the end of class will depend on the speakers' ability to articulate a compelling argument, make concessions, build consensus, and (above all) persuade their peers. None of us knows the future, and we must rely on our critical faculties to determine the best path forward for Athens. In Weeks 8-9, students will be asked to read about Caesar's life from various sources – the poet Catullus, the later historians Plutarch and Suetonius, and even some of Caesar's own writings. Students will need to use critical and logical thinking in order to draw their own conclusions about who Caesar really was.

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

Students will engage in advanced and in-depth study through:

- *their assignment to specific historical factions (e.g., supporters of traditional aristocratic leaders in ancient Athens or supporters of Caesarian authoritarianism in Rome)*
- *the need to read our historical sources (e.g., Pericles' 'Funeral Oration' or the various accounts of Caesar's career) from the perspective of that faction so that they can...*
- *develop original speeches for and against specific policy positions (e.g., Week 5, Game Session 2 on offering citizenship to loyal resident aliens in ancient Athens or Week 12, Game Session 11 on carrying out Caesar's plans to invade Parthia)*

Successful speeches will be built around a combination of historical facts, ideological commitments, and persuasive rhetorical techniques. And in the final assignment, students will be asked to reflect on and synthesize their experiences spanning the two cultural contexts we have studied in detail (ancient Athens and ancient Rome). For example, Week 12, Game Session 11 focuses on Julius Caesar's planned military campaign against the Parthians. Caesar had been one of the greatest generals in Roman history, but how do his plans look now? To answer this question, students must understand, first, the wider narrative of Roman expansion (from a minor city on the

Italian peninsula to the dominant force in the entire Mediterranean basin and western Europe) and the loyalty forged between Roman armies and their generals. These matters are preludes to the specific issues of the feasibility and advisability of taking on the Parthians under new leadership. Defeating the Parthians would be a major achievement and enrich Rome further, but failure would be a crippling second disaster on the heels of Caesar's assassination. To speak persuasively for or against the Parthian campaign will require careful study of historical precedents, current contingencies, and political ideology.

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.

Students will identify, describe, and synthesize contrasting historical systems of enfranchisement and decision making (both judicial and legislative) in order to compare these case-studies with contemporary realities in their own lives. Students engage in advanced exploration of each historical crisis through a combination of lectures, readings, discussions, and role-playing of debates. Through these activities, students will be able to identify and describe contrasting forms of citizenship that correspond to each political faction and each historical era. For example, the followers of Socrates saw no reason that women could not be citizens, whereas the oligarchic faction thought such an idea ridiculous, since they were interested in limiting rather than expanding enfranchisement (a topic debated in Week 5, Game Session 2). Particularly when we get to the second crisis, students will be encouraged to synthesize such differing approaches not only among factions of the same era but between 5th century Greece and 1st century Rome. And throughout the entire course, class discussion, readings and the concluding reflection assignment will spur student to synthesize these ancient models of citizenship, decision-making and justice with our contemporary realities.

Lectures

Course materials come from a variety of sources to help students understand the historical context of each political crisis. Lectures draw on peer-reviewed scholarship to help students see the multi-faceted social inputs to each crisis, especially as they work toward understanding how each political faction (e.g., the radical democrats and the followers of Socrates) saw key facts (such as the dismantling of the Athenian empire) from different perspectives.

Readings

The assigned readings for this course provide background information for each political crisis. Once students are assigned to a given historical faction, they will guide their own learning by reading these sources from that perspective (e.g., from the perspective of a supporter of Julius Caesar).

Discussions

In the 'study' phases of the class, lectures and discussions will alternate. The discussions will be keyed toward helping students see how our shared reading of ancient sources (e.g., Plato's Republic) can lead to specific policy commitments (e.g., being for or against Socrates' ideas about political organization of Athens).

Role-playing Debates

In the 'game' phases of the class, students will role-play key debates within each historical crisis (e.g., should Caesar's assassins be celebrated as liberators or condemned as murderers and traitors?) We know that these debates happened but do not have transcripts of what was actually said. Thus, students have the opportunity to develop original arguments for and against specific policy positions (e.g., should the Athens try to reestablish the empire it lost in the Peloponnesian War) based on their study of the historical situation and the possibilities of persuasive rhetoric.

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.

Reflection will be both informal (recognizing the ancient political debates parallel contemporary debates in many ways) and formal (the final project asks students to reflect on their learning).

Self-assessment will emerge not only from traditional models, such as quizzes in the 'study' stages, but (most engagingly) through the structure of role-playing debates in the 'game' stages. All debates lead to votes, and students will be able to sense how their speeches and comments within each debate fostered support or opposition among their peers.

The creative aspect of this class is primarily focused on the debates in which students will craft original speeches and engage in live and unscripted debates around real historical issues. In this process, each student will develop a historical persona (the word that in Latin means 'mask' but which is also the root of English 'person'). To build such a character is an act of autopoiesis rooted in self-awareness and reflection.

The final assignment (detailed at the end of this document) will ask students to reflect on their experience of role-playing historical debates and how this experience impacts their understanding of the workings of contemporary politics.

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.

The core of this class is the examination of citizenship in ancient Athens and Rome – concepts that were framed in response to issues of birth-status, family connections, gender, wealth, ethnic (perhaps even racial) identities, civic benefactions, and property ownership. In both case-studies, the idea of citizenship was open to negotiation (should Athens

enfranchise resident aliens? Should Rome enfranchise non-citizen military veterans?) in response to the exigencies of the moment. Successful students will be able to articulate the commonalities and uniqueness of the systems of citizenship that were active in Athens of 403 BCE and Rome of 43 BCE, especially as these systems intersect with contemporary patterns of citizenship in the US.

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

In each 'game' portion of this class, students will belong to a political faction and also have a unique identity and biography. From those positions (collective and personal), they will engage with the most pressing matters of the historical moment. By setting aside our shared modern values and inhabiting (as best we can) the culture of ancient Athens and Rome, students will apply their knowledge and skills to the topics of each game session and, in the process, develop cultural competencies that will facilitate their growth as global citizens. Global citizenship demands an awareness of multiple ways of being in a politicized world. This class immerses students in the complexities of two ancient systems that exerted enormous influence on the structures of citizenship in the US.

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.

In each historical crisis, students will evaluate and speak on policies that impact various groups. In both 'games', adult citizen males stand in contrast to women, children, resident aliens, foreigners and the huge number of enslaved people. Each of these groups can be embraced or opposed, manipulated or rebuffed by the political actors of the moment. Student speeches will often focus directly on these non-citizen groups and their potential to impact paths forward. For example, followers of Socrates are open to women serving in leadership roles, while traditional Athenian aristocrats opposed any such idea. Radical Athenian democrats sought to enfranchise enslaved people who had fought on behalf of the democracy, whereas moderate democrats sought to maintain traditional parameters of citizenship. This matter is the central focus of Game Session 2 in Week 5. In the Roman game, diversity and inclusion are, in many ways, the key questions surrounding the death of Caesar. Should he be included as a hero or cast out as a villain (with the same questions being asked for his assassins, as well). The Roman Senate represented a traditional aristocracy with little interest in diversifying or including new groups within its purview of concerns. The Caesarian faction, by contrast, promoted a more encompassing vision of citizenship, as seen in the Lex Julia of 90 BCE, which was championed by Lucius Julius Caesar, a cousin of the more famous dictator. That Caesar constructed a soldierly autocracy predicated on a much wider notion of

inclusivity and diversity that was not necessarily predicated on citizenship, since his auxiliary corps benefitted greatly from serving in his army but were not Roman citizens.

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.

Each debate within each game is structured to address these issues. In Rome, followers of Caesar support the idea of militant authoritarianism in the name of efficiency and support for the rights and concerns of common soldiers. The Senatorial faction, by contrast, see justice located in the consensus-building debates of the most elite stratum of society. On the day after Caesar's assassination, it is not at all clear which direction Rome will go, and students will have to chart a path forward. In each debate, students advocate for social change based on their factional and personal identities and informed by the ideological perspectives that emerge from those identities.

7) Academic integrity

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/>.

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

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

10) 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 [Civil Rights Compliance Office](#). ([Policy: Religious Holidays, Holy Days and Observances](#))

11) Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

12) Schedule of assignments and activities

GAME 1: THE THRESHOLD OF DEMOCRACY (Gamebook = TOD)

Week 1: Setting the Stage

- 1: Introduction to this course
 - 2: Greek history: Broad overview; Assignment of Factions and Roles
TOD: 1-19
 - 3: Origins of Athenian Democracy: from Solon to Cleisthenes
TOD: 21-28
- QUIZ 1**

Week 2: Athens in the 5th c. BCE

- 1: The Greco-Persian Wars to the Peloponnesian War
TOD: 28-44
- 2: Athenian demographics: citizens, women, metics, slaves
TOD: 44-53

3: Pericles and Socrates

Pericles' 'Funeral Oration'

Plato's *Republic* (just a taste), excerpt from Book 1

QUIZ 2

Week 3: Plato's Republic

1: What is justice? (And some bad answers...)

Excerpts from Books 1-2

2: The Guardians (aka 'philosopher kings') and their education

Excerpts from Books 2-4

3: Justice (again) but now at the level of the state

Excerpts from Books 4-5

QUIZ 3

Week 4: Plato's Republic and final preparations

1: How to achieve the ideal from the real

Excerpts from Books 5-6

2: The cycles of government (aka the *anakyklosis*)

Excerpts from Books 8

Overview of Polybius' similar system

3: Factional meetings, logistics, and last-minute game prep.

Review history and assigned readings

QUIZ 4

Week 5: GAME ON!

1: GAME SESSION 1 – Reconciliation: Should the supporters of the Thirty Tyrants be put on trial? Shouldn't we prosecute such criminals? But don't we need to put this episode behind us?

Required: excerpt from Xenophon's *Hellenica*

Suggested: Thucydides on the horrors of war (3.69-85 and 7.75-87)

2: GAME SESSION 2 – The Electorate: should metics (resident aliens) and the enslaved be enfranchised? What does it mean for Athenian citizenship if we enfranchise such people? Shouldn't we reward their loyalty through the tyranny of the Thirty with citizenship?

Required: excerpt from Plato's *Protagoras*

Suggested: Aristophanes' *Ecclesiazousae* ('The Assemblywomen')

3. GAME SESSION 3 – Economics and Social Welfare: Should we pay assemblymen and jurors for their service? If so, is there any way to generate the necessary resources except by rebuilding the Athenian Empire?

Required: excerpt from Xenophon's *Estate Manager*

Suggested: *The Constitution of the Athenians* by Pseudo-Xenophon

Week 6: GAME ON!

- 1: **GAME SESSION 4 – The Trial of Socrates:** Is Socrates guilty of introducing new gods and corrupting the youth? What is the boundary between corruption and education?
Review: Plato's *Republic*, excerpts from Books 2-4
Suggested: Plato's *Apology*
- 2: **GAME SESSION 5 – Who makes the laws?** – Should the assembly or a smaller council make the laws? Would a smaller council inevitably be more elitist?
Required: excerpt from Plutarch's *Life of Lycurgus*
- 3: **GAME SESSION 6 – Remilitarization:** Should we rebuild the empire? And if so, how much of our limited resources should we devote to it?
Required: excerpt from Plutarch's *Life of Cimon*
Suggested: Thucydides 5.84-116 (the 'Melian Dialogue') and Athenian tribute lists

GAME 2: JULIUS CAESAR (Gamebook = *Ides*)

Week 7: Rome: an overview

- 1: Introduction and overview to the Game; assignment of Factions and Roles
Ides 4-20
- 2: Early Roman Myth and History – how do such tales set the ideology of a nation?
'Romulus and Remus'
'The Kings of Rome'
- 3: The Roman Republic – how the system worked amid rapid regional expansion.
Ides 21-48
QUIZ 5

Week 8: Caesar and the Senate

- 1: The Roman Senate – the traditional foundation of aristocratic power
Re-read *Ides* 25-35 more closely
- 2: Julius Caesar – our first biography
Suetonius' *Life of Julius Caesar*
- 3: Julius Caesar – a second biography
Plutarch's *Life of Julius Caesar* (selections)
QUIZ 6

Week 9: An important prequel: Cicero, Catiline and Tyranny

- 1: The Catilinarian Conspiracy – how Cicero held the old order together
Sallust, *The Catilinarian Conspiracy*, Caesar's and Cato's speeches
- 2: Catullus and Caesar – is parody a form of aggression or praise?
Select poems on Caesar

3: Tyranny and the Roman *rex* – Romans feared kingship, but gradually accepted authoritarian figures

Selections from Cicero and Plutarch

QUIZ 7

Week 10: Final Game Preparation

1: Caesar's Rome

Selections from Sallust and Plutarch

2: The Ides of March

The Assassination of Caesar according to Sallust and Plutarch

3: Logistics and Factional meetings

Selections from Cicero and Plutarch

QUIZ 8

Week 11: Game on!

1: Game Session #7- Caesar's corpse: Throw it in the Tibur or a State Funeral? What should be done with the body of an aristocratic war hero who destroyed the Republic. Whatever we do, some factions will be upset.

Read the packet on Roman funerals

2: Game Session #8- Caesar's *acta*: What to do with these directives and documents, now in possession of Marcus Antonius? What is the value and appropriateness of opening these private files to public scrutiny.

3: Game Session #9- The Assassins: Heroes of the Republic or Enemies of the New Rome? Students make their cases.

Week 12: Game on!

1: Game Session #10- Who's in charge *right now*?: Should the Senate empower M. Antonius via a *senatus consultum ultimum*? Should an emergency consular election be held? Why should your political faction should be given the reins of power.

2: Game Session #11: Caesar's planned Parthian campaign. Students make arguments why this plan should move forward or not and why? Was Caesar uniquely capable of carrying out this campaign or can Rome's armies prevail without him? Was it a bad idea even when Caesar was alive?

3: Game Session #12- What's ahead for Rome? Can the Senate reassert itself? Will a new authoritarian arise? Is there a third option? How should the tension between Marcus Antonius and Gaius Octavius be managed? And what to do with Egypt? What is your overarching vision of what Rome should do next?

Week 13: The Legacy of Caesar

1: Maria Wyke, *Caesar in the USA*. University of California Press, 2012. Chapters 4-5.

2: Wyke, *Caesar in the USA*. Chapters 6-7.

3: Michael Anton, *The Stakes: America at the Point of No Return*, Regnery, 2020, Chapter 7.

QUIZ 9

Week 14: Reflections

1: Group discussion of our games and the balance between executive efficiency and constitutional consistency.

2: 5-minute presentations

3: 5-minute presentations

END-OF-SEMESTER REFLECTION DUE BEFORE MIDNIGHT ON THE SUNDAY AFTER OUR FINAL CLASS SESSION.

13) Final Assignment: Self-reflection

This class has asked you to be an active voice in shaping the direction of society in the wake of major crises. The two scenarios in our games come from the distant past, but their core issues resonate with critical topics within our own world – political violence, immigration, the rule of law, militarism, economic growth, the role of the judiciary, etc. It has also put you into a small-scale, face-to-face political environment, where policy emerges through persuasive speech and the open exchange of ideas, by making deals and forging alliances, and by acknowledging the realities of social friction and a diversity of political values. In each case, you have inhabited a different form of **citizenship** from that which exists in our world, confronted a **diversity** of political values (which correspond to contrasting understandings of personhood), and sought a practical solution to a crisis of **justice**. These are precisely the types of issues that your generation is called upon to engage with in the years ahead.

Based on these experiences, your final assignment is to compose a two-page reflection on the insights that you have gained about ideas of Citizenship, Diversity, and Justice. As you prepare your thoughts, keep in mind that

- our historical case-studies may provide *negative* as well as positive models for our own world; e.g., if you think that the decision to execute Socrates was unjust, how might we learn from that judicial error or overreach?
- issues of Citizenship, Diversity, and Justice can be accessed in theoretical or ideological ways, as well as through action, interaction, and collective organization. How has your experience of speaking and listening to your political opponents shaped your thinking about the state of discourse in the contemporary US, where so much political friction takes place via (social-)media rather than in face-to-face, small-scale conversations and debates?
- the scale and technological landscape of our modern world creates both challenges and opportunities that may resonate with the central issues at play in our ancient games. What might we learn from these smaller, less technologically advanced societies that can be adapted to our larger, higher-tech contexts
- cite specific assignments, debates, or moments from our class that were particularly impactful, and explain in what way a particular debate, issue or speech resonated with you.

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

Overview

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

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

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

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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

(enter text here)

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

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

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

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

| | Course activities and assignments to meet these ELOs |
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| 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. | |
| 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. | |

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

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| ELO 1.1 Engage in critical and logical thinking. | <i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i> |
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| | <p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p> |
| <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> | <p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p> |
| <p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> | <p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p> |

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

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

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

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

| | Course activities and assignments to meet these ELOs |
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| ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> 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. | |
| 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. | |

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

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

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