

Term Information

Effective Term Spring 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	3420
Course Title	Work Essentials
Transcript Abbreviation	Work Essentials
Course Description	This course investigates how ideas about work have evolved across time with a special focus on Classical and German thinkers, who have heavily influenced Western conceptions of work from the Protestant work ethic to burnout. Students will examine how present-day ideas about work like "side hustles" are entangled with historical and ideological legacies.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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	GERMAN 3420
----------------	-------------

Subject/CIP Code

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

Requirement/Elective Designation

Traditions, Cultures, and Transformations; Interdisciplinary Seminar

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

- Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

Content Topic List

- Vocation
- Work Ethic
- Bureaucracy
- Productivity
- Burnout
- Work today
- The Future of Work
- Work assessment

Sought Concurrence

No

Attachments

- CLAS 3451 GERMAN 3451 Work Essentials FINAL SYLLABUS JG 7.17.2025.docx
(Syllabus. Owner: Jama, Khalid M)
- GE Theme course submission worksheet Traditions, Cultures, & Transformations.pdf: GE Themes Form
(Other Supporting Documentation. Owner: Jama, Khalid M)
- Interdisciplinary and Integrative Collaborative Teaching Course Inventory.docx: Integrative Practices Inventory
(Other Supporting Documentation. Owner: Jama, Khalid M)
- Classics Undergraduate Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Jama, Khalid M)
- CLAS 3451 GERMAN 3451 Work Essentials FINAL SYLLABUS 8.15.25.docx: Syllabus
(Syllabus. Owner: Bauer, Leah)

Comments

- - The dept of Germanic uses 3451H for a totally different course. Thus, that dept will not be able to use this number for the course. Might Classics too wish to use a different number so that both departments are in sync? (While technically cross-listed courses do not have to have the same number, it is much less confusing than having different numbers.)
 - Please remind the dept of Germanic to submit their version of the course as well in curriculum.osu.edu.
- Thank you!! *(by Vankeerbergen, Bernadette Chantal on 08/09/2025 04:03 PM)*

COURSE REQUEST
3420 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/25/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bauer, Leah	07/30/2025 02:21 PM	Submitted for Approval
Approved	Fullerton, Mark David	07/30/2025 05:16 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/09/2025 04:05 PM	College Approval
Submitted	Bauer, Leah	08/15/2025 03:21 PM	Submitted for Approval
Approved	Fullerton, Mark David	08/25/2025 11:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2025 12:51 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/25/2025 12:51 PM	ASCCAO Approval



Work Essentials

CLAS 3420 & GERMAN 3420 (Cross-listed)

Lecture 4 Credit Hours (High Impact Practice)

This course is part of the Traditions Theme

Hybrid

80-minute asynchronous sessions to be completed by 11:59 PM on Monday of each week before the in-person session.

In person sessions:

Wednesday 9:35-10:55am

Friday 9:10-10:05am

All instructors will be present in all in-person sessions.

Course overview

Instructors

- Matthew Birkhold, Ben Folit-Weinberg
- Instructor emails: birkhold.22@osu.edu, folit-weinberg.1@osu.edu,
- Office Hours: TBA (3 hours per week)

Note: Our preferred method of contact is email.

Course description

This course investigates how ideas about work have evolved across time with a special focus on Classical and German thinkers, who have heavily influenced Western conceptions of work from the Protestant work ethic to



burnout. Students will examine how present-day ideas about work like “side hustles” are entangled with historical and ideological legacies. Drawing from philosophy, business psychology, history, literature, film and TV, this course will explore how technological innovation, religious beliefs, and social values and expectations have shaped the cultural meanings of labor. Readings from thinkers including Hesiod, Plato, Aristotle, Martin Luther, Max Weber, and Hannah Arendt will be combined with work-related exercises, like career aptitude tests and resume critiques to equip students with the knowledge to critically think about work.

Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Analyze key historical and philosophical texts to explain how cultural ideas about work have evolved across time.
2. Critically evaluate how religious, political, and economic ideologies shape contemporary understandings of labor, vocation, and productivity.
3. Compare classical and modern perspectives on work to assess their influence on present-day career norms, from side hustles to burnout.
4. Apply concepts from philosophy, sociology, and psychology to reflect on personal career values, aspirations, and workplace dynamics.
5. Communicate insights about work through written, oral, and multimedia assignments that integrate theory with real-world job experiences and practices.

General education goals and expected learning outcomes

Successful students will be able to:



- Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.
- Conduct an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.
- Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.
- 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.
- Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- Analyze the impact of a big idea or technological advancement in creating a major and long-lasting change in a specific culture.
- Examine the interactions among dominant and sub-cultures.
- Explore changes and continuities over time within a culture or society.
- Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- Articulate ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

How this online course works

Mode of delivery

This is a hybrid course. Our weekly instruction is divided into three parts. The first 80 minutes of the week are completed through asynchronous online modules, consisting of lectures, quizzes, and discussion board posts, to be completed by Monday by 11:59pm of each week. The nature of asynchronous lectures will vary, and each instructor will be part of each lecture. However, it is possible that some weeks will have more lecture time by one instructor due to their expertise on the material.



Pace of Online Activities

This course is hybrid. Students are required to engage with weekly lectures that will need to be completed by Monday by 11:59pm. These lectures are asynchronous. Students are required to participate in two in-person sessions per week where they will interact with their classmates and faculty instructors and participate in in-class discussions and activities.

Credit hours and work expectations

This is a **4-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.

Participation requirements

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

Participating in online activities

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.)

- **Participating in in-person sessions:** Twice every week on Wednesdays and Fridays at assigned class times.

Office hours: OPTIONAL

Course communication guidelines



- Important communications, reminders and announcements will be posted in *Announcements* on CarmenCanvas. Make sure to enable your notifications to receive email reminders of these notifications.
- Reach out to the instructors via email with any questions or concerns.
- Emails will be answered within two work days, Monday – Friday between 9am – 5pm.
- Office hours: scheduled weekly and by appointment. Please email at least 48 hours in advance to set up a time by appointment.

Tone and Civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Instructors will provide specific guidance for discussions on controversial or personal topics.

Equity

If you have experienced harassment or discrimination in this class or in any context related to this class, please let the instructors know immediately. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at www.equity.osu.edu ,

Call 614-247-5838 or TTY 614-688-8605,

Or Email equity@osu.edu

Citing your sources

Make sure to cite all sources you are using for discussion board, paper summaries and the research project (including online, primary and secondary sources). Citations should follow [Chicago Manuel of Style](#).

Protecting and saving your work

Make sure to save your work on your personal computer in a separate file before submitting it to CarmenCanvas.



Course materials and technologies

Textbooks

All required texts, videos and links will be posted on CarmenCanvas.

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](https://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	Points and/or Percentage
Attendance	10%
Lecture quizzes	15%



Assignment Category	Points and/or Percentage
Assignments (6)	25%
Project 1: video ad	15%
Project 2: career fair review	15%
Project 3: reflection essay	20%
Total	100%

Description of major course assignments

Attendance 10%

Active participation in class, and work, is essential to success. It fosters engagement with the material through discussion, clarification, and collaboration that can't be replicated by reading alone. Regular attendance also helps build a learning community, ensuring students stay on track and contribute meaningfully to shared academic goals.

Lecture quizzes 15%

Students answer three to five questions about the content presented during the asynchronous lectures which students have to complete by Mondays, 11:59 PM. The questions should be answered by 11:59pm on Mondays.

Assignments (6) 15%

Through the semester, students will have the chance to synthesize their learning through several assignments, ranging from resume reviews and personality assessments to essays that challenge students to apply theoretical readings to their experiences in workplaces. More details for each assignment can be found on Carmen.

Project 1: video ad 15%



By the end of week 13, students will design a meaningful job of the future, drawing on class readings and personal assessments. In addition to writing a job description, they will produce a short 3-minute video articulating the job functions and skills needed.

Project 2: career fair review

15%

In week 14, students will attend a virtual career fair, in which they will watch the job ads made by their classmates. They will write a review of the fair, identifying at least three different job postings and analyzing how they related to ideas explored in class. More details on Carmen.

Project 3: reflection essay

20%

Students will write a final reflection essay, identifying what they have learned about work and their goals for work using readings, discussion, and activities from class. More details on Carmen.

Academic integrity and collaboration guidelines

All activities and assignments in this course, except for the final, are ‘open book,’ though it is crucial that you cite your sources. You are encouraged to discuss your research and writing assignments with the instructor and with other students. However, you should still produce your own work, and it is not permissible to pass off others’ work as your own.

Use of AI for any assignments is strictly prohibited.

Late assignments

No late work will be accepted without consent from instructors (this consent will only be given in the rarest emergencies). Do your assignments well in advance, save your work frequently and in multiple locations, know where the nearest computer lab is in case of technical problems, do whatever you need to do to ensure that assignments will be handed in on time. We recommend you write your Carmen posts in a separate document or copy them before you attempt to post so you have them if the post fails to go through. “Carmen ate my homework” is the new “the dog ate my homework”—and is not an excuse.



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

- Emails will be answered within 48 hours, Monday – Friday between 9am – 5pm.
- Office hours: weekly schedule will be announced at the beginning of the semester; also available by appointment. For the latter, please email the instructors at least 48 hours in advance with your questions and availability (at least three different dates or times).

Grading and feedback

Grading for assignments and feedback will be provided within 15 business days after submission.

Preferred contact method

Reach out to the instructor via email with any questions or concerns.

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 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.

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	Topic	Online asynchronous session	In-person session 1 (80 minutes)	In-person session 2 (55 minutes)	Assignment due before in-person session 2 (more details given on Carmen)
1	Introduction	Introduction	Jan Lucassen, <i>The Story of Work</i> (Introduction)	Jan Lucassen, <i>The Story of Work</i> (Chapter 3)	Assignment 1: Career assessment



			n and Chapter 1)		
2	Vocation	Plato, <i>Apology</i>	Luther, "To the Christian Nobility of the German Nation"	Mike Dalley, "10 Pros and Cons of Aptitude Tests" Taylor Markarian, "This Is Your Biggest Career Strength, According to Your Zodiac Sign Taylor Markarian" Zihan Liu, et al, "Toward Whole- Person Fit Assessment: Integrating Interests, Values, Skills, Knowledge, and Personality Using the Occupational Information	Assignment 2: 2-page essay Do you want your career to be a "calling"?



				Network (O*NET)" <i>Journal of Applied Psychology</i> Vol. 110, No. 5 (2025), 623–647	
3	Work Ethic I	Hesiod, <i>Works and Days</i>	Luther, <i>The Freedom of a Christian</i> ; "Sermon on the Estate of Marriage"	Max Cutler, "What Americans can learn from the German Perspective on Work" Naomi Honova, "German vs American Work Life" Thomas Hogg, "Why German Workers Outperform Americans"	



				While Spending Less Time at the Office”	
4	Work Ethic II	Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> (Chapter 2) Lecture quiz	Maurice Balme, “Attitudes to Work and Leisure in Ancient Greece”	Serhat Pala, “Hustle Porn” Hiroshi Ono, “Why do the Japanese work long hours? Sociological Perspectives on Long Working Hours in Japan”	
5	Work Roles	Plato, <i>Republic</i> , 2-4 Additional lecture:	David Graeber, <i>Bullshit Jobs: A Theory</i> (Chapters 1 & 2)	The Office (select episodes)	



		employment laws			
6	Bureaucracy	Weber, "Bureaucracy"	Kafka, "Before the Law"	Arendt, "Eichmann in Jerusalem" (Chapter 3, 15)	Assignment 3: short essay: Analyze a workplace using Weber's concepts
7	What is Work? Invisible Labor	Eve Rodsky, <i>Fair Play</i>	Xenophon, <i>Oeconomicus</i>	Kate Morgan, "The Extra Shift"	



		(Chapter 2)		Dorris Lessing, "To Room Nineteen"	
8	Meaningful work	Hegel, <i>Phenomenology of Spirit</i> , §§178–198	Aristotle, <i>Nicomachean Ethics</i> 1-5**	Arendt, <i>The Human Condition</i> (Part IV) Yukari Mitsuhashi, "Ikigai: A Japanese concept to improve work and life"	
9	Productivity	Frederick Winslow Taylor, <i>The Principles of Scientific Management</i>	Jules Evans, "What can business leaders learn from ancient Greek philosophers?"	Mihaly Csikszentmihalyi, <i>Flow</i> In class: discuss productivity "hacks"	



		(Chapter 1)			
10	Burnout	Georg Simmel, <i>The Metropolis and Mental Life</i>	Walter Ruttmann, <i>Berlin: Symphony of a Metropolis</i>	Byung-Chul Han, <i>The Burnout Society</i> (p. 1-51) Bob Nelson, "Why Work Should be Fun"	Assignment 4: Design a quiz to test whether you are burned out.
11	Work today	Hoff, K.A., Granillo-Velasquez, K.E., Hanna, A. et al. "Interest Gaps in the Labor Market: Comparing People's	Davenport, Kirby, "Beyond Automation"	Jonathan Harris, "The Rise of the Gig Economy" Daniel Muir, "Universal Basic Income: Pros, Cons, and Evidence"	Assignment 5: Short essay: How do UBI and gig work relate to Aristotle and Hegel?



		Vocational Interests with National Job Demands' " J Bus Psychol 40, 57–77 (2025)		Denuta Detyena, "Is it Time to Put an End to the 40-Hour Work Week?"	
12	The Future of Work	Zygmunt Bauman, <i>Liquid Modernity</i> (Chapter 4)	E.M. Forester, "The Machine Stops"	Kweilin Ellingrud, et al "Generative AI and the future of work in America"	Assignment 6: Run resume through AI tool and critique it (1-2 pages)



13	Work assessment nt	Holland Code (RIASEC) Test	Personality tests	Skills Inventories	Project 1: Design a meaningful job of the future (present the job in a 3- minute video advertisement)
14	Career Fair	Career Fair	Career Fair	Career Fair	Project 2: Write a short essay analyzing three different jobs from our career fair, how they relate to ideas explored in the class and your own career aspirations

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

Overview

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

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

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

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

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

(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
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):

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>
---	---

	<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>

	<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>
--	---

Goals and ELOs unique to Traditions, Cultures, & Transformations

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

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

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

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

CLAS 3451 & GERMAN 3451

“Collaborative” Meaning and context: Teaching partners are expected to collaborate on (1) defining the objectives for the course, (2) putting together the course materials, (3) conducting the formal instruction of students, and (4) evaluating student performance. Note that courses in which one faculty member of record convenes the course and invites one or more guest speakers to take part in the class are not considered courses taught collaboratively. (Those courses may, however, utilize outside speakers when appropriate in addition to the primary faculty members of record.)

In the box below, list which two or more faculty members from what departments/units within which college(s) will engage in the interdisciplinary and integrated collaborative teaching. (This information should also be readily visible on the syllabus.)

Dr. Matthew Birkhold, associate professor of Germanic Languages and Literatures, College of Arts and Sciences; affiliated and adjunct associate professor, Moritz College of Law.

Dr. Ben Folit-Weinberg, assistant professor of Classics

“Interdisciplinary” Meaning and context: Participating faculty must be from demonstrably different disciplines, programs, or departments. (Think along the lines of Art & Molecular Genetics, Pharmacy & History, Public Health & Music, etc.) In the box below, explain what the distinct disciplines and contributions of each faculty member are. Furthermore, explain where and how these will show in/contribute to the course GEN Theme. (This information should also be readily visible on the syllabus.)

“Work Essentials” organically weaves together a range of disciplines and approaches to empower students to develop a deeper understanding and new visions of work. Relying on the expertise of the faculty and the carefully curated readings and assignments, students examine different ideas of work, productivity, and career from Classical Antiquity to the present, and how they intersect with cultural, social, and economic concepts. Students will develop a sense of how to apply the fundamentals of thought they learn in the class to problems that the future might hold. This course draws on the expertise of Ben Folit-

Weinberg on Classics, Intellectual History and Reception Theory, and Matthew Birkhold on the cultural history of German-speaking Europe and law to enable students to enable students to engage in a deep analysis of the tradition and transformations of work.

Matthew Birkhold is a scholar of jurisprudence, German literature and culture from 1750-1945. His expertise will be used in readings and discussions about Hannah Arendt (week 8), Byung-Chul Han (week 10) and Kafka (week 6), among others. Birkhold's expertise in law will be particularly deployed in conversations and lectures about employment law (week 5).

Ben Folit-Weinberg is a scholar of ancient Greek thought and intellectual history. His expertise will be used in readings and discussions about Hesiod (week 3), Plato (week 5), and Aristotle (week 8), among others. Folit-Weinberg's expertise in reception history will be particularly deployed as students trace continuities of classical thought to today (week 5), (week 11, assignment 5).

“Integrated” Meaning and context: Interdisciplinary integrative teaching is different from multidisciplinary teaching where “faculty present their individual perspectives one after another, leaving differences in underlying assumptions unexamined and integration up to the students. In interdisciplinary courses [...] faculty interact in designing a course, bringing to light and examining underlying assumptions and modifying their perspectives in the process. They also make a concerted effort to work with students in crafting an integrated synthesis of the separate parts that provides a larger, more holistic understanding of the question, problem, or issue at hand.” (Klein & Newell, 12) In the box below, explain how the faculty members will be teaching the course together by being both present during all or most course meetings (at least 50% of the meetings) and bringing their different disciplines and perspectives into dialogue to address the GEN Theme. Exactly where and in what manner will this happen? What kinds of assignments will the students produce that demonstrate their ability to integrate the different disciplinary questions, methods, or knowledge to address the GEN Theme at hand? Be specific. (This information should also be readily visible on the syllabus.)

Our course is designed in a way that has students consistently engaged with both faculty members. The first 80 minutes of the week are completed through asynchronous online modules, consisting of lectures, quizzes, and discussion board posts. Both faculty members will be present together in all in-person classes. In most weeks, there are several lectures on different angles of the topics, featuring both faculty members. For example, in

week 8, Birkhold and Folit-Weinberg will lecture on what constitutes “meaningful work,” highlighting the cultural and historical contexts in which Hegel and Aristotle wrote and how those influenced their conceptions. We also collaboratively design quizzes and moderate discussions together. Our first in-person class meeting of the week is 80 minutes long and will rely on the faculty members’ distinct disciplinary expertise. Faculty expertise is weaved in a way that positions students to reflect on multiple perspectives. For example, in week 3, students read Hesiod’s *Works and Days* and Luther’s *Freedom of a Christian*, which offer distinctive notions of work ethic, then connect it with the contemporary phenomenon of “hustle porn,” allowing them to see the evolution of a concept and how its present-day manifestation is rooted in the past. Through course readings, assignments, and in-class discussions, students will thus be able to reflect on and synthesize diverse methods and perspectives while addressing the concept of work as not a static idea, but one that evolves as technologies, institutions, and beliefs change.

CURRICULAR MAP

CLASSICS B.A.: *Classical Humanities Concentration*

COURSES	LEARNING GOALS		
	Goal A	Goal B	Goal C
	Students demonstrate understanding of the literature and cultures of ancient Greece and Rome in their historical setting (“historical competence”)	Students research a topic in ancient literatures and cultures by making use of the documents of these cultures (“research competence”)	Students analyze the role the literatures and cultures of ancient Greece and Rome have played in the history of Western civilization up to the present day (“reception competence”)
Required Course (<i>does not count toward total credit hours</i>)			
CL1101(H) Intro to Classical Literature	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
At least 2 courses (6 credit hours) at or above the 2000 level from the following (Students may elect to take one or both courses at or above the 3000 level):			
CL2101 Ancient Greece and Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2201(H) Classical Civilization: Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2202(H) Classical Civilization: Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2204 Medicine in the Ancient World	<i>Beginning</i>	<i>Intermediate</i>	
CL2205 Sports and Spectacles in the Ancient World	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2206 Politics and Political Thought in the Ancient World	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2207 Classical Origins of American Civics	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2220 Classical Mythology	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2221(E) Intro to the New Testament	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2222 From Ishtar to Christ: The History of Ancient Mediterranean Religions	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>
CL2301 Classical Archaeology	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2500H Greek Identities: Ancient and Modern	<i>Beginning</i>	<i>Beginning</i>	<i>Intermediate</i>
CL2526 Byzantine Civilization: Constantinople and the Empire of New Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2798.01 Study Tour	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL2798.02 Study Abroad: Byzantium-Constantinople-Istanbul	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
CL28890H Seminar: Topics in Ancient Lit and Society	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
At least 3 courses (9 credit hours) at or above the 3000 level from the following. Students may elect to take one or both courses at or above the 4000 level.			
CL3000 From Rome to Europe and Beyond	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>
CL3100 Topics in Ancient Literature and Cultures	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>	<i>Beginning/Intermediate</i>
CL3101 Greek and Roman Epic	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3102 Greek and Roman Drama	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3103 Comic Spirit in Antiquity	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3104 The Ancient Novel	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3203 War in Ancient Greece and Rome	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3205 What is Race? Perspectives from Antiquity to the Present	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3210 Classics and African American Political Thought	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3212 Greece and the Mediterranean from Alexander to Cleopatra	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3215 Sex and Gender in the Ancient World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3217 Family, household, and kinship in the Ancient World	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
CL3220 The Rise of the Roman Republic	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>

CL3221 History of Rome: Republic to Empire	Intermediate	Intermediate	Intermediate
CL3222 The Roman Empire, 69-337 CE	Intermediate	Intermediate	Intermediate
CL3223 Late Roman Empire	Intermediate	Intermediate	Intermediate
CL3224 Citizens and Subjects of Rome: Empire, Slavery, and Law	Intermediate	Intermediate	Intermediate
CL3230 From Disaster to Revival: Greece and the Mediterranean, c. 1200-600 BCE	Intermediate	Intermediate	Intermediate
CL3301 Law, Citizenship, and Empire in Later Rome	Intermediate	Intermediate	Intermediate
CL3302 Citizenship in Democratic Athens	Intermediate	Intermediate	Intermediate
CL3401 Religion in the Graeco-Roman World	Intermediate	Intermediate	Intermediate
CL3402 Ancient Gods, Changing Identities	Intermediate	Intermediate	Intermediate
CL3403 The Hero in Classical Mythology	Intermediate	Intermediate	Intermediate
CL3404 Magic in the Ancient World	Intermediate	Intermediate	Intermediate
CL3405 Christians in the Graeco-Roman World	Intermediate	Intermediate	Intermediate
CL3408 Ancient Roman Religion	Intermediate	Intermediate	Intermediate
CL3451 Work Essentials	Intermediate	Intermediate	Intermediate
CL3700 Pompeii	Intermediate	Intermediate	Intermediate
CL3701 Domestic Space and Public Life in the Roman World	Intermediate	Intermediate	Intermediate
CL3720 The Corrupting Sea: The Environmental History of the Ancient Mediterranean	Intermediate	Intermediate	Intermediate
CL3956 Black Cultures and Classical Education	Intermediate	Intermediate	Intermediate
At least 1 course (3 credit hours) at or above the 4000 level from the following			
CL4031 Sacred Texts of the Ancient World	Intermediate	Intermediate	Intermediate
CL4101 Classical Receptions			Advanced
CL4201 Political Thought and Institutions in the Graeco-Roman World	Advanced	Advanced	Advanced
CL4204 Greek and Roman Science and Technology	Intermediate	Intermediate	Advanced
CL4301 Art of Ancient Greece and Rome	Intermediate	Intermediate	Advanced
CL4401 Gaming the Past: Role Playing Political Crisis in Greece and Rome	Intermediate	Intermediate	Advanced
CL4501 The Good Life: Ancient Ethical Philosophy	Intermediate	Advanced	Advanced
CL4597 Nationalism Revisited		Intermediate	Advanced
CL4998 Research	Advanced	Advanced	Advanced
CL4998H Honors Research	Advanced	Advanced	Advanced
CL4999 Thesis Research	Advanced	Advanced	Advanced
CL4999H Honors Thesis Research	Advanced	Advanced	Advanced
CL5051 Latin and Romance Languages	Advanced	Advanced	Advanced
CL5101 Classical Literature: Theoretical Perspectives	Advanced	Advanced	Advanced
CL5301 Roman Law	Advanced	Advanced	Advanced
CL5302 Studies in Greek or Roman Topography	Advanced	Advanced	Advanced
CL5311 Art and Archaeology of Preclassical Greece	Advanced	Advanced	Advanced
CL5312 Art and Archaeology of Classical Greece	Advanced	Advanced	Advanced
CL5321 Art and Archaeology of the Hellenistic Mediterranean and Roman Republic	Advanced	Advanced	Advanced
CL5322 Art and Archaeology of the Roman Empire	Advanced	Advanced	Advanced
CL5401 Methodologies for the Study of Ancient Religions	Advanced	Advanced	
CL5798 Study Tour	Advanced	Advanced	Advanced
CL5881 Odysseus in the Oculus Rift	Advanced	Advanced	Advanced
CL 5883.01 History of Greek Literature	Advanced	Advanced	Advanced
CL 5883.02 History of Latin Literature	Advanced	Advanced	Advanced
CL5890 Workshop	Advanced	Advanced	Advanced

Goal D

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

Beginning

Beginning

Beginning

Beginning

Intermediate

Intermediate

Beginning

Beginning

Beginning

Beginning

Intermediate

Beginning

Intermediate

Beginning

Beginning

Beginning

Intermediate

Beginning/Intermediate

Beginning/Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

[illegible]

Intermediate
Advanced
Intermediate
Advanced
Advanced
Advanced
Intermediate
Advanced
Advanced
Advanced
Advanced
Advanced
Advanced
Advanced

Advanced
Advanced
Advanced
Advanced
Advanced

Advanced
Advanced
Advanced
Advanced
Advanced

CURRICULAR MAP

CLASSICS - Classical Greek Concentration

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

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

See Classical Humanities concentration list of electives

CURRICULAR MAP

CLASSICS - *Latin Concentration*

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

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

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

LAT2101 Cicero	<i>Beginning</i>	<i>Intermediate</i>
LAT2102 Vergil	<i>Beginning</i>	<i>Intermediate</i>
LAT2103 Roman Historians	<i>Beginning</i>	<i>Intermediate</i>
LAT2104 Ovid	<i>Beginning</i>	<i>Intermediate</i>
LAT2105 Latin Lyric	<i>Beginning</i>	<i>Intermediate</i>
LAT2106 Roman Comedy	<i>Beginning</i>	<i>Intermediate</i>
LAT4998 Research	<i>Advanced</i>	<i>Advanced</i>
LAT4998(H) Honors Research	<i>Advanced</i>	<i>Advanced</i>
LAT4999 Thesis Research	<i>Advanced</i>	<i>Advanced</i>
LAT4999(H) Honors Thesis Research	<i>Advanced</i>	<i>Advanced</i>
LAT5011 Readings in Latin Epic	<i>Advanced</i>	<i>Advanced</i>
LAT5012 Readings in Roman Lyric and Erotic Poetry	<i>Advanced</i>	<i>Advanced</i>
LAT5013 Readings in Roman Historians	<i>Advanced</i>	<i>Advanced</i>
LAT5014 Readings in Roman Comedy	<i>Advanced</i>	<i>Advanced</i>
LAT5015 Readings in Roman Oratory and Rhetorical Theory	<i>Advanced</i>	<i>Advanced</i>
LAT5016 Readings in Roman Philosophy	<i>Advanced</i>	<i>Advanced</i>
LAT5017 Readings in Roman Satire and Novel	<i>Advanced</i>	<i>Advanced</i>
LAT5018 Reading in Post-Classical Latin	<i>Advanced</i>	<i>Advanced</i>
LAT5030 Special Topics in Latin Literature	<i>Advanced</i>	<i>Advanced</i>
LAT5890 Intensive Latin Workshop I	Beginning/Intermediate	Beginning/Intermediate

LAT5891 Intensive Latin Workshop 2

Intermediate/Advanced Intermediate/Advanced

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

See Classical Humanities concentration list of electives

LEARNING GOALS			
Goal C	Goal D	Goal E	Goal F
Students analyze the role the literatures and cultures of ancient Greece and Rome have played in the history of Western civilization up to the present day (“reception competence”)	Students interpret cultures that are foreign both in place and in time, using the cultures, literatures and religions of Greece and Rome as model case studies (“cultural competence”)	Students master language competence in Greek and/or Latin, i.e. (i) students read and translate ancient Greek and/or Latin texts, and (ii) students analyze and explain Greek and/or Latin sentences in terms of grammar and syntax.	Students analyze and explain an ancient Greek and/or Latin literary text
		<i>Beginning</i>	<i>Beginning</i>
<i>Beginning</i>	<i>Beginning</i>	<i>Intermediate</i>	<i>Intermediate</i>
	<i>Beginning</i>	<i>Intermediate</i>	<i>Intermediate</i>
	<i>Beginning</i>	<i>Intermediate</i>	<i>Intermediate</i>
	<i>Beginning</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Intermediate</i>	<i>Beginning</i>	<i>Intermediate</i>	<i>Intermediate</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Advanced</i>
Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate

Intermediate/Advanced	Intermediate/Advanced	Intermediate/Advanced	Intermediate/Advanced
d	d	d	d

Goal G

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

Beginning

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Intermediate

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Advanced

Beginning/Intermediate

Intermediate/Advance
d

CURRICULAR MAP

CLASSICS - Greek and Latin Concentration

COURSES

<i>Required Courses offered by Classics</i>

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

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

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

GR2101 Attic Prose
GR2102 Homer
GR2103 The Greek Historians
GR2104 Sophocles
GR2110 The Greek New Testament
GR4998(H) Research
GR4999(H) Thesis Research
GR5011 Greek Epic
GR5012 Greek Hymn, Lyric, and Elegy
GR5013 Greek Historians
GR5014 Greek Drama
GR5015 Attic Oratory
GR5016 Readings in Greek Philosophy
GR5017 Later Greek Prose
GR5030 Special Topics in Greek Literature
LAT2101 Cicero
LAT2102 Vergil
LAT2103 Roman Historians
LAT2104 Ovid
LAT2105 Latin Lyric
LAT2106 Roman Comedy
LAT4998 Research
LAT4998H Honors Research

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

LAT5891 Intensive Latin Workshop 2

Required: Classics 4999 or 4999H Thesis Research

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

See Classical Humanities concentration list of electives

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

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

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

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

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

CURRICULAR MAP

CLASSICS: *Ancient History and Classics*

COURSES & REQUIREMENTS	LEARNING GOALS			
	Goal A	Goal B	Goal C	Goal D
	Students broaden their knowledge of the history of Greece and Rome in its overall development, major events, and the methods used in the scholarly research of them	Students develop the ability to read a Greek and/or Latin text in its original language and to situate it in its cultural and historical contexts	Students research topics of Greek or Roman history by using the original documents	Students interpret cultures that are foreign both in place and in time, using the cultures, literatures and religions of Greece and Rome as model case studies (“cultural competence”)
Prerequisites in Greek and/or Latin:				
Greek language sequence:				
Greek 1101	<i>Beginning</i>			
Greek 1102	<i>Intermediate</i>			
Greek 1103	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
Latin language sequence:				
<i>Students may choose between the Regular or Accelerated. Alternatively, students may take the Intensive Latin Workshop, which covers the equivalent material of Latin 1101.01, 1102.01, 1103 and two 2000-level Latin courses.</i>				
Latin 1101.01	<i>Beginning</i>			
Latin 1102.01	<i>Intermediate</i>			
Latin 1103	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
Latin 1101.55	<i>Beginning/Intermediate</i>			
Latin 1102.55	<i>Intermediate</i>			
Latin 1890/5890 and Latin 1891/5891	<i>Beginning</i>	<i>Beginning to Advanced</i>	<i>Beginning</i>	<i>Beginning</i>
Required Courses in Greek and/or Latin:				
<i>At least 4 courses (12 credit hours) in Greek and/or Latin at or above the 2000 level from the following:</i>				
GR2101 Attic Prose	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2102 Homer	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2103 The Greek Historians	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2104 Sophocles	<i>Beginning</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR2110 The Greek New Testament	<i>Intermediate</i>	<i>Intermediate</i>	<i>Beginning</i>	<i>Beginning</i>
GR4998(H) Research	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>
GR4999(H) Thesis Research	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>	<i>Intermediate/Advanced</i>
GR5011 Greek Epic	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5012 Greek Hymn, Lyric, and Elegy	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5013 Greek Historians	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5014 Greek Drama	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>
GR5015 Attic Oratory	<i>Intermediate</i>	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>

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

Required Courses Offered by History

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

History 2201 Ancient Greece and Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2201(E)(H) Ancient Greece and Rome	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2202 Introduction to Medieval History	not applicable	Not applicable	<i>Beginning</i>	<i>Beginning</i>
History 2205 Themes in the History of Western Civilization, Prehistory to 1600	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2210 Classical Archaeology	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2211 The Ancient Near East	Not applicable	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2212 War in the Ancient Mediterranean World	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2213 The Ancient Mediterranean City	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2220 Introduction to the History of Christianity	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 2450 Ancient and Medieval Jewish History	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 3210 Archaic Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 3211 Classical Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>
History 3212 Hellenistic Greece	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>

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