

Term Information

Effective Term Autumn 2026
Previous Value *Autumn 2022*

Course Change Information

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

Changing from GE HCS to GE REGD.

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

This course was automatically grandfathered in as a GE HCS, but is a better fit for REGD.

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

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

N/A

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Classics
Fiscal Unit/Academic Org	Classics - D0509
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2222
Course Title	From Ishtar to Christ: The History of Mediterranean Religions
Transcript Abbreviation	IshtarChristMedRel
Course Description	This course introduces students to the historical facts of 10 ancient Mediterranean religions in a context that trains them to study religions more generally. It also teaches them how two of the most prominent religions today--Judaism and Christianity--succeeded within a richly diverse religious marketplace, and how religions respond to their political, economic, and social environments.
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for RelStds 2222.
Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed in RelStds.

Subject/CIP Code

Subject/CIP Code 38.0201
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Race, Ethnicity and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Historical Study; Historical and Cultural Studies
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

- Students will acquire the analytical and comparative skills that are necessary for understanding religions in the ancient Mediterranean as a fluid set of beliefs and practices.
- Students will learn how religious beliefs and practices affected political, military and economic decisions and how they gave rise to literary and artistic products that still influence our cultures today.
- Students will understand religions and their relationships to other aspects of cultures from a historical perspective more generally, including those of the contemporary world.

Content Topic List

- The history of ancient Mediterranean religions from about 1500 BCE to 200 CE
- How religions interact with one another and change in response
- Subtopics such as ancient beliefs concerning the afterlife, the creation of the world, how god(s) dispense justice
- How ancient Mediterranean religions affected, and were affected by, the political, economic and social systems of the cultures in which they arose.

Sought Concurrence

Yes

Previous Value

COURSE CHANGE REQUEST
2222 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
12/18/2025

Attachments

- 11.21.2025 From_Ishtar_to_Christ_syllabus.docx: Syllabus
(Syllabus. Owner: Bauer,Leah)
- 11.21.2025 ge-foundations-submission ISHTAR TO CHRIST.pdf: GE Foundations Form
(Other Supporting Documentation. Owner: Bauer,Leah)
- Otter_History_Concurrence_Ishtar to Christ Assessment Plan.pdf: Concurrence
(Concurrence. Owner: Bauer,Leah)
- Van_Bladel_NELC_Ishtar to Christ Concurrence.pdf: Concurrence
(Concurrence. Owner: Bauer,Leah)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bauer,Leah	11/25/2025 12:15 PM	Submitted for Approval
Approved	Fullerton,Mark David	11/25/2025 12:19 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/18/2025 03:41 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/18/2025 03:41 PM	ASCCAO Approval

Classics 2222/Religious Studies 2222
From Ishtar to Christ: The History of Mediterranean Religions
 GE Foundation: Race, Ethnicity, and Gender Diversity
 Lecture TuTh; 1hour and 20 minutes each day

Instructor Information

Office Hours

Description

Religious life in the ancient Mediterranean was not exclusively a private matter: instead, religion shaped and was shaped by public practice and experience and communal belonging. For this reason, religion is one of the key areas for the study of race, ethnicity, and gender in the ancient world, and studying ancient religions can also push us to challenge our own conceptions of these categories.

In this course we take a comparative approach to the history of ten ancient Mediterranean religions. We explore some of the basic theories and methods for studying ancient religious traditions, with a focus on diversity of experience, and with attention to ethnicity, gender, region, class, and race, among others.

The first part of the course offers historical overviews of the ten religious systems, with attention to specific phenomena in ancient religious experience that inform the study of ethnicity, gender, and race in antiquity. The second part of the course focuses on the ancient religious practices from these ten system that that shed light on ancient lived experiences of race, gender and ethnicity. We also consider how prominent religions (especially Judaism and Christianity) developed and succeeded within a richly diverse religious marketplace in the ancient world, and how religions respond to the political, economic and social environments in which they function.

Required Texts

- *Religions of the Ancient World: A Guide*. Ed. S.I. Johnston (Harvard University Press, 2004)
- *Gods, Heroes and Monsters: A Sourcebook of Greek, Roman and Near Eastern Myths in Translation*. Ed. C. López-Ruiz. (Oxford University Press 2013) Second Edition 2017.
- Supplemental readings as posted on Canvas

Goals and Expected Learning Outcomes (ELOs) for GE Foundation: Race, Ethnicity, and Gender Diversity

Goals:

1. Engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity and gender, and possibly others, shape perceptions, individual outcomes and broader societal, political, economic and cultural systems.
2. Recognize and compare a range of lived experiences of race, gender and ethnicity.

ELOs:

The following are the ELOs for the GE Foundation, with references to sections of the course schedule for examples of how we meet the goals in this course.

Successful students will be able to

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.
 - Week 2: how religious identity in the ancient world can be understood as analogous to racial and ethnic identities, and what happened when different ancient religious communities encountered, critiqued, and borrowed from one another
 - Week 11: evidence for rites of passage which prepared participants for transition between age groups and thus between different types of gendered obligations.
- 1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
 - Week 3: how gender shaped access to sacred spaces and objects.
 - Week 4: how gender informed portrayals of divine authority.
 - Week 7: how ethnicity shaped lived religious experience
- 1.3 Analyze how the intersection of categories including race, gender and

ethnicity combine to shape lived experiences.

- Weeks 2-7 offer a broad overview of religious diversity in the ancient Mediterranean and a basic theoretical toolkit for studying ancient religious experience, which both informs and is informed by categories of ethnicity, gender, and race
 - Week 8-14 focus on the lived experience of religion in antiquity (from ancient Egypt to early Christianity) with special attention to ethnicity and gender
- 1.4 Evaluate social and ethical implications of studying race, gender and ethnicity.
 - Week 7: study violent inter-group conflicts along the lines of race, ethnicity, and religion in the ancient Mediterranean
 - Week 9: evaluate implications of use of “modern” categories (especially race, gender, ethnicity, religion) in scholarship on the ancient world
- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
 - Week 6: explore scholarly methodologies for the study of comparison and discuss application of these methods for self-reflection and critique of our own social positions and identifies
 - Week 8: visit a religious service and (using theoretical “toolkit” from class readings) compare/contrast what you observe with a) ancient expectations of gender roles in religious practice and b) your own expectations
- 2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs or behaviors.
 - Weeks 7 and 9: focus on ancient discourses of “othering” vis-à-vis different religious systems
 - Week 10: analyze the pattern by which a perception of difference becomes a perception of danger
- 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.
 - Throughout the course, we engage with evidence for ancient lived experiences of religion and its intersection with categories of race,

ethnicity, and gender

- Final Paper: topic of your choice, which engages with 1) diversity of religions in the ancient Mediterranean and 2) intersection of religion with categories of ethnicity, gender, or race in antiquity

Additional Expected Learning Outcomes for this course:

- Identify major features of the different religious traditions across the ancient Mediterranean
- Engage in source criticism using the different sources of data for ancient religion, such as texts, letters, epigraphy, visual culture, and archaeology
- Describe the varieties of religious experience in antiquity, and how they intersect with categories such as ethnicity, gender, religion, class, and race
- Evaluate how religious communities defined themselves in relation to one another, how these identities could be contested, and how religious groups engaged with one another
- Assess and analyze case studies using a theoretical 'toolkit'

Policies

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the

University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

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](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

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.

Assignments and Assessments

Readings

Please be aware that, although we will discuss portions of the readings in class, we will not discuss everything you read and will often also discuss topics not covered in the readings. *Keeping up with both the readings and the class sessions is essential for success in this course.*

The Quizzes and Exam: Each quiz will consist of 10 multiple choice, true/false and short answer questions that draw on information the students obtained from assigned readings and class lectures and discussions. Each quiz covers materials studied during the weeks since the previous quiz. The final exam, which covers the entire semester's worth of readings and lectures, will consist of 20 multiple choice, true/false and short answer questions.

The Small Assignments: Each of these three assignments asks you to compare a phenomenon as it is manifested within one religion to how it is manifested in a different religion, and to hypothesize, based on what you have learned in class, as to why that difference takes the form it does. You do not need to be "correct" in your assessment to receive a good grade (you do not need to agree with what experts have said about the topic). Rather, you need to demonstrate that you have been attentive to the readings and class discussions and have begun learning how to fruitfully problematize your knowledge of the material.

Paper 1: For this 2-3 page paper, you will visit a local religious site and observe the community's services and space. You should visit a site that is NOT affiliated with the religious community you grew up with (a sample list of local religious centers will be provided).

When observing the event and space, pay special attention to the gender dynamics, expectations, and behaviors that occur. How are the various genders represented in the action, the space, the clothing, etc. Who does what, where, and why? Think also about how the ceremonial activities relate to the moments before and after the ceremony itself. For your paper, you'll describe what you observed and compare/contrast it with our ancient case-studies.

After turning this in, the following week you will be asked to write a 1-page response in which you describe how your own experience of gender dynamics in your past

religious or spiritual events can be tied to what you observed in the ancient and contemporary examples. How was your experience different or similar?

Paper 2: Each student will write a paper of between 1400 and 1500 words (not including footnotes and bibliography). In the paper, the student will take up one of the three first theoretical pieces on studying religion that we read for class (by J.Z. Smith, Bruce Lincoln, Ivan Strenski) and apply it to a practice or belief as it is manifested by three of the religious systems we have studied, not including religious systems whose versions of that practice or belief we have studied in class: students must choose a topic that 1) engages with the diversity of religions in the ancient Mediterranean and 2) requires exploration of the intersection of religion with categories of ethnicity, gender, or race. For example, a student might decide to apply Strenski's ideas to the practices of divination in Mesopotamia, Greece and Rome: how do these practices inform our understanding of both divisions and interactions between ethnic groups in the ancient world?

Students may use those portions of *RAWG* that we did not read for class assignments in choosing the practice or belief and the systems on which they will focus but students are strongly encouraged to consult additional scholarly resources such as they will find cited in articles in *RAWG* or through library searches. The paper should make it clear that the student has thought carefully about how to apply the theoretical approach to the materials they have chosen, as well as that they have been able to come to a better understanding of the practice or belief itself as it is manifested in the different religious cultures explored in the paper.

Good grammar, syntax, spelling and ability to express one's ideas *do* count towards the final grade on the paper.

Writing Ability

If you are concerned that your writing is not proficient enough, both technically and conceptually, to succeed in a 2000-level history course, contact the Writing Center: <http://www.cstw.osu.edu> . I will grade down for poor grammar and other technical errors as well as content problems.

Grading

I may consider improvement when determining final grades. The breakdown is: A: 93 and above; A-: 89-92; B+: 87-88; B: 82-86; B-: 79-82; C+: 77-78; C: 72-76 C-: 69-72; D+: 67-68 D: 62-66; E: below 62.

Your grade will be based on the following assignments. I may adjust a borderline grade either up or down depending on active participation in class discussions. Each grade is expressed as a number of points. Each point equals 1% of your grade in the class.

Quizzes	4 at 10 points each; lowest score dropped	=30%
Small Assignments	3 at 5 points each	=15%
Paper		=35%
Final exam		=20%

Topics and Readings Assignments

'RAWG' = *Religions of the Ancient World: A Guide*

'GHM' = *Gods, Heroes and Men*

Class Schedule

The readings are to be done *before* the class session for which they are assigned.

√Week One:

Tuesday: Introduction to the Course and Syllabus

Thursday: Key Terms and Concepts

Read: Mark Oppenheimer, "[When Some Turn to Church, Others Go to CrossFit](#)" (*Religion for Breakfast*, 'Your Fandom is a Religion'); Race and ethnicity: Garcia, 'Race and Ethnicity,' in [Perspectives](#); Sex and gender: Mukhopadhyay, 'Gender and Sexuality,' in [Perspectives](#)

Weeks Two-Eight: History: From Ancient Egypt to Early Christianity

√Week Two:

Tuesday: Introduction to Studying Ancient Mediterranean Religions and the Comparative Enterprise.

From RAWG, read the Introduction and 'What Is Ancient Mediterranean Religion?' by Fritz Graf and "Religions in Contact," by John Scheid. On Canvas, read J.Z. Smith, 'In Comparison a Magic Dwells.'

Thursday: Historical Survey of Egyptian Religion.

Read RAWG, 'Egypt,' by Jan Assmann and David Frankfurter, RAWG 350-53 ('Prayers, Hymns, Incantations and Curses, Egypt'), and RAWG 578-79 ('Myth and Sacred Narratives: Egypt') plus some excerpts from ancient texts on Canvas; Lasko, "[Women and Religion in Ancient Egypt](#)"

Watch: *Religion for Breakfast*, '[Thebes: The Holy City of Ancient Egypt](#)' and Anne Austin, '[Ancient Ink: Discovering the Tattooed Women of Ancient Egypt](#)' (including the Q&A portion)

√Week Three:

Tuesday: Historical Survey of Mesopotamian Religion.

Read RAWG, 'Mesopotamia' by Paul-Alain Beaulieu, RAWG pages 330-32 ('Sacrifices, Offerings and Votives: Mesopotamia') and RAWG 580-81 ('Myths and Sacred Narratives: Mesopotamia') plus some excerpts from ancient texts on Canvas

Watch: '[Standing Male Worshipper from Tell Asmar](#)'; '[She Who Wrote: Enheduanna and Women of Mesopotamia ca. 3400-2000 BC](#)'; Ningirsu's Temple, '[Archaeologists keep re-excavating this 4000-year-old brick](#),' '[Seated Gudea holding temple plan](#)'

Thursday: Historical Survey of Syrian and Canaanite Religions.

Read RAWG, 'Syria and Canaan,' by David P. Wright, RAWG pages 332-333 ('Sacrifices, Offerings and Votives: Syria-Canaan'), and RAWG pages 354-355 ('Prayers, Hymns, Incantations and Curses, Syria-Canaan').

√Week Four:

Tuesday: Historical Survey of Israelite religion

Read RAWG, 'Israel,' by John J. Collins, RAWG pages 256-8 ('Sacred Times and Spaces: Israel'), RAWG pages 333-35 ('Sacrifices, Offerings and Votives: Israel') and RAWG pages 402-4 ('Deities and Demons: Israel') plus some excerpts from ancient texts on Canvas.

Listen: In Our Time Podcast, “The Dead Sea Scrolls’

Thursday: Practicing Comparison, Test Case #1: Sacred Times and Spaces.

Read RAWG, pages 243-50 (‘Sacred Times and Spaces: Egypt’), RAWG pages 250-255 (‘Sacred Times and Spaces: Mesopotamia’), and RAWG pages 259-63 (‘Sacred Times and Spaces: Anatolia’). Review other entries on Sacred Times and Spaces. **Small Assignment #1 today: a 150-word statement on how some phenomenon that we have studied (sacrificial practice, concepts of divinity, prayer practices, etc.) differed within two of the religions we have studied so far, with your own hypothesis as to how the difference might reflect societal differences.**

√Week Five:

Tuesday: **QUIZ 1** over Weeks 2-4 and Historical Survey of Hittite and Iranian religions.

Read RAWG, ‘Anatolia: Hittites,’ by David P. Wright and RAWG ‘Iran,’ by William Malandra and Michael Stausberg, and GHM 3.4, 3.5 and 6.6.

Thursday: Historical Survey of Greek religions. Read RAWG, ‘Greece,’ by Jon Mikalson, RAWG pages 408-412 (‘Deities and Demons: Greece’), RAWG pages 340-43 (‘Sacrifice, Offerings and Votives: Greece’) and RAWG pages 590-93 (‘Myth and Sacred Narratives: Greece and Rome’), Neer, chapter on Olympia, from *Greek Art and Archaeology*, plus some excerpts from ancient texts on Canvas (including Herodotus on religious diversity). **Due today: a 200-word description of what you intend to write your final paper on.**

√Week Six:

Tuesday: Historical Survey of Etruscan religions.

Read RAWG ‘Etruria,’ by Olivier de Cazanove, RAWG pages 413-15 (‘Deities and Demons: Etruria’) and RAWG pages 386-7 (‘Divination and Prophecy: Etruria’).

Thursday: Practicing Comparison, Test Case #2: Deities and Demons.

Read RAWG ‘Monotheism and Polytheism’ by Jan Assmann in RAWG, and review the pages you have read in the past few weeks on deities and demons in the different religious systems, plus the introductory essay on pages 392-3 of

RAWG and the essay on Egyptian deities and demons on RAWG pages 393-5. On Canvas, Ivan Strenski, 'Actually, You Can Compare Apples to Oranges: Secrets of Successful Comparison of Myths.'

√Week Seven:

Tuesday: Historical Survey of Roman religions.

Read RAWG 'Rome' by John North, RAWG pages 547-8 and RAWG 558-7 ('Religion and Politics: Introduction' and 'Religion and Politics: Rome and Christianity') RAWG pages 564 and 572-77 ('Controlling Religion: Introduction' and 'Controlling Religion: Rome and Christianity'); Denise McOskey, "Race as Social Practice" (selections on religious life in Roman Egypt from *Race: Antiquity and Its Legacy*); plus some excerpts from ancient texts on Canvas.

Watch: SmartHistory '[Relief from the Arch of Titus, showing The Spoils of Jerusalem being brought into Rome](#)'

Steven Fine, '[Jews, Samaritans, and the Art of the Ancient Synagogue](#)'

Thursday: Overview of Early Christianity.

Read RAWG 'Early Christianity,' by Harold W. Attridge, RAWG pages 347-8 ('Sacrifices, Offerings and Votives: Christianity'), RAWG pages 594-6 ('Myth and Sacred Narratives: Christianity') and RAWG pages 637-39 ('Sacred Texts and Canonicity: Christianity') plus some excerpts from ancient texts on Canvas.

Small Assignment #2 due today: a 200-word statement, drawing on any two readings so far in the course (cite them below the statement), in which you hypothesize how one culture's view of another's race or ethnicity affected their understanding of that culture's religious beliefs or practices.

Watch: Mary Beard, '[Would You Survive a Week in Ancient Rome?](#)'

√Week Eight:

Tuesday: **QUIZ 2** over Weeks 5-7 and Practicing Comparison, Test Case #3: Sacrifices and Offerings.

Read RAWG 'Ritual' by Jan Bremmer, review the essays on sacrifices and offerings in different religious systems that you have read so far and read the introduction 'Sacrifices, Offerings and Votives' on RAWG pages 235-6. On Canvas, Bruce Lincoln, 'Theses on Comparison.'

Thursday: No class (Autumn Break)

Paper 1 due after the break

Weeks Nine-Fourteen: Religion in Practice: Around the Ancient Mediterranean

√Week Nine:

Tuesday: Standing Back and Looking at What We Have so Far

Read Yonatan Binyam (2024). "Race, Racism, and Ethnicity: Category Criticism in the Study of Antiquity" *Studies in Late Antiquity*

Watch: Religion for Breakfast, 'The Egyptian Goddess that Rome Adopted'

Thursday: How to Live a Good Life, Religiously Speaking.

Read in RAWG the chapter 'Theology, Theodicy, Philosophy' (pages 531-46).

Response to your religious site visit due on Sunday at midnight

√Week Ten:

Tuesday: Your Religion is My Magic: Practices, Borrowing and Problems of Definition, Part One. Read 'Magic' by S. I. Johnston in RAWG, plus some excerpts from ancient texts on Canvas; *Smithsonian Magazine*, '[3,500-Year-Old Babylonian Tablet May Contain Earliest Known Depiction of a Ghost](#)' (watch Irving Finkle video included in article as well) **Due today: a 700-word rough draft of your paper**

Thursday: Your Religion is My Magic: Practices, Borrowing and Problems of Definition, Part Two

On Canvas: excerpts from ancient texts, including Babylonian horoscopes (selections); ArtNet, '[Ancient Babylonian Tablets Are Finally Deciphered. They're Full of Bad News](#)'; Megan Nutzman on amulets 'Ritual Healing in Roman and Late Antique Palestine' and review "Religions in Contact" by John Scheid, which you read earlier.

Watch: '[Ancient Demons with Irving Finkel](#),' British Museum

√Week Eleven:

Tuesday: Preparing for Life: Rites of Passage, Part One.

Read 'Rites of Passage' pages 438-51 in RAWG plus read on Canvas, Fritz Graf, 'Initiation: A Concept with a Troubled History'
Stoll, 'The Cult of Mithras and the Roman Imperial Army'

Thursday: **QUIZ 3** over Weeks 9-11 and Preparing for Death: Rituals for the Dead, and for the Living.

Read 'Death, the Afterlife and Other Last Things' in RAWG pages 470-95.

√Week Twelve:

Tuesday: Preparing for Death: What Lies Beyond?

Read 'Mysteries,' by S. I. Johnston in RAWG; GHM 425-30 plus 6.1, 6.2, 6.5, 6.7, 6.8 6.9. **Small Assignment #3 due today: 250-word statement on how the burial practices and/or afterlife beliefs of one of the polytheistic religious systems differed from those of one of the monotheistic systems, and your hypothesis as to why.**

Thursday: Sin, Pollution, Atonement, and Purity

Read 'Pollution, Sin, Atonement, Salvation,' by Harold W. Attridge in RAWG and 'Sin, Pollution and Purity' in RAWG pages 496-513 plus some excerpts from ancient texts on Canvas.

√Week Thirteen:

Tuesday: Sacred Stories, Part One.

Read 'Myth' by Fritz Graf in RAWG and review the portions of 'Myth and Sacred Narratives' and 'Sacred Texts and Canonicity' from RAWG that we have read for earlier class sessions.

Thursday: Sacred Stories, Part Two.

On Canvas read S. I Johnston, 'The Role of Myths in Creating and Sustaining Religious Beliefs' plus GHM 3.7, 3.8, 3.9, 3.10.b,

√Week Fourteen:

Thursday: How to Cope with a Difficult Life: Illness, Prayers, and Curses

Read RAWG 'Illnesses and Other Crises,' pages 452-69 and 'Prayers, Hymns,

Incantations and Curses,' pages 349-69, plus some excerpts from ancient texts on Canvas.

Thursday: **QUIZ 4** followed by Wrap-up discussion.
Read Bruce Lincoln, 'Epilogue' in *RAWG*.

The paper is due on XXXXX by XX:00

Our final exam will be held at the time and day assigned by the university: XXXXX at
XX:00

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

RE: Ishtar to Christ Assessment Plan

Otter, Christopher

To: Johnston, Sarah; van Bladel, Kevin T.

Tuesday, January 10, 2017 3:00 PM

- You replied on 1/10/2017 8:47 PM.

Sarah,

Concurrence is granted!

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Johnston, Sarah
Sent: Tuesday, January 10, 2017 10:09 AM
To: van Bladel, Kevin T.; Otter, Christopher
Subject: Ishtar to Christ Assessment Plan

Hi Kevin and Chris,

Over the break, I completed the assessment plan for the proposed course From Ishtar to Christ, which I wrote to you about last semester. I attach the assessment plan here. I also attach a new version of the syllabus (writing the assessment plan led me to make minor changes there).

Do you have any idea when your committees might meet to weigh in on concurrence? I'd like to send this forward early this semester if possible.

Thanks a lot,
Sarah

Sarah Iles Johnston
Arts & Humanities Distinguished Professor of Religion
Professor of Classics and Comparative Studies, and
Professor of History, by courtesy
The Ohio State University

RE: Ishtar to Christ Assessment Plan

van Bladel, Kevin T.

To: Johnston, Sarah; Otter, Christopher

Tuesday, January 10, 2017 10:50 AM

- You replied on 1/10/2017 10:54 AM.

Hi, Sarah,

Sorry to have had a delay about this. The response from the committee had seemed ambiguous but I'm told that it's not. This means that NELC gives concurrence.

Would you be interested in cross-listing it with NELC?

Kevin

From: Johnston, Sarah
Sent: Tuesday, January 10, 2017 10:09 AM
To: van Bladel, Kevin T.; Otter, Christopher
Subject: Ishtar to Christ Assessment Plan

Hi Kevin and Chris,

Over the break, I completed the assessment plan for the proposed course From Ishtar to Christ, which I wrote to you about last semester. I attach the assessment plan here. I also attach a new version of the syllabus (writing the assessment plan led me to make minor changes there).

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Thanks a lot,
Sarah

Sarah Iles Johnston
Arts & Humanities Distinguished Professor of Religion
Professor of Classics and Comparative Studies, and
Professor of History, by courtesy
The Ohio State University

President, American Society for the Study of Religion

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