

“A ‘Diverse’ Ancient History for a Diversifying Classroom”

Rebecca Futo Kennedy (kennedyr@denison.edu)

Twitter: @kataplexis Session #aiasc #S41

Sample Syllabi:

Classics 101: Classical Civilization

Course Descriptions

A: This course is an introduction to the cultures of ancient Greece and Rome. As a result of the “rediscovery” of Greco-Roman antiquity in the 18th and 19th centuries by northern European powers, these two cultures became the backbone of what we call “western civilization.” This class will introduce students to some of the most influential and important events and achievements from ancient Greece and Rome. We will study the history, literature and art of the 1500 years that make up “Classical Civilization” and look at some of the ways in which these cultures have laid the foundations for and continued to heavily influence a great deal of modern American and Western European culture.

B: Classical Culture 101-01 explores the literature, history and art of ancient Greece and Rome. This term, emphasis will be placed on examining the ways in which the ancient Greeks and Romans grappled with the relationship between the individual and the community. From the battlefields of Troy to the courtrooms of Rome, the ancients often struggled to find a balance between their private and public lives as well as their civic and personal duties; they sought continually for an ethic that balanced living for themselves and living for their communities. The problems of the ancients are problems still today as the world continues to become more complex and diverse. Our task will be to explore both the issues—issues of justice, education, class, gender, religious life, political and social identity, and war—faced by the ancients as a part of their search for balance and how understanding their searches can help us with our own.

Textbooks:

A: Sansone, D. 2009. *Ancient Greek Civilization* (2nd ed.); Atchity, K. 1996. *The Classical Greek Reader*; Woodford, S. 2004. *The Art of Greece and Rome*; Atchity, K. 1997. *The Classical Roman Reader*; Kamm, A. 2008. *The Romans: An Introduction*

B: The following texts are available at the university bookstore. Students are strongly urged to use the translations listed here. If a student already owns another translation of a text, they may use it, but let me know so I can make sure you are reading the correct sections. Students who are unable for any reason to purchase all of the required books should come to speak with me immediately.

•Portable Greek Historians, Finley (Penguin)•Five Dialogues (Trans: Grube), Plato (Hackett) •Greek Tragedies Vol 1, Grene (U of Chicago) •Aeneid (New Trans: Ahl), Virgil (Oxford) •Iliad (Trans: Lombardo), Homer (Hackett) •Golden Ass (Trans: Walsh), Apuleius (Oxford) •On Obligations, Cicero (Oxford) •Oxford History Of Greece & The Hellenistic World, Boardman (Oxford) •Oxford History Of The Roman World, Boardman (Oxford)

Course Requirements:

A: Grading: Student grades are awarded based on the accumulated knowledge achieved

over the course of the term. This is an introductory course designed to get students to begin to understand the cultures of Greece and Rome and give a foundation for further study. To that end, students will be tested on content of the course and their ability to discuss it and engage with it, not their opinions on the subject matter. Quizzes will be fill in the blank or multiple choice. Exams will be a combination of identifications, multiple choice, fill in the blank and short answer. You will be asked in the short answer questions

to synthesize data and engage in educated discussion of the material. Sample questions will be handed out prior to the exam.

B: The requirements for this course are meant to encourage students to engage with the university goals of liberal education and are in keeping with the rigor and ideals emphasized by the Classics Department here at Denison. As part of these department goals, we view the study of the artistic, intellectual and political achievements of classical antiquity as inspiring creativity, critical inquiry and ethical behavior in the Denison community. This course also specifically seeks to encourage students to work as members of a classroom community and to consider the impact of their actions and habits within the context of the Denison and broader communities.

DISCUSSION GROUPS	10%
GROUP DIALOGUE	20%
INDIVIDUAL IN-CLASS RESPONSES (daily)	15%
INDIVIDUAL EXAMS (2)	30%
FINAL EXAM	25%

An alternative CLAS 101?

Katherine Blouin's "The Ancient Mediterranean" (available at: <https://everydayorientalism.wordpress.com/2018/12/28/teaching-the-ancient-mediterranean-beyond-the-classics-a-syllabus/>)

Aims: “The course provides an aerial survey of the history of the Mediterranean-at-large (including the Near East), from the development of agriculture to the Umayyad caliphate. The idea is to allow students in Classics *and* History (the course is double-numbered) to be able to contextualize the “Greco-Roman” world within the broader historical, geographical and cultural worlds they belonged to, and to also have a general sense of how ancient history’s connections to later periods are multifaceted and profound. In other words, the course aims to de-Eurocentrize ancient Mediterranean history.”

My Roman History Survey

Core Principles:

1. Integrate more social history into the fabric of the course--centering social history means centering issues of slavery, gender and sexuality, foreignness/identity, class mobility and restrictions. It means not having a day on “women, slave and other ‘others’” but using materials that brings them into numerous class discussion
2. Use varied materials including popular scholarship, podcasts, videos, and images/objects; consider doing away with the traditional textbook
3. Use a variety of assessments that encourage intrinsic motivation for learning, not just extrinsic (the grade) and that don’t privilege one type of student over others.
4. Integrate more readings/assignments by scholars from underrepresented groups and with differing perspectives from traditional scholarship

From: “Questions academics can ask to decolonise their classrooms” by Shannon Morreira, Senior Lecturer, University of Cape Town and Kathy Luckett, Associate Professor, University of Cape Town. October 17, 2018.

(<https://theconversation.com/questions-academics-can-ask-to-decolonise-their-classrooms-1032>
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1. *What principles, norms, values and worldviews inform your selection of knowledge for your curriculum? (think about absences as well as presences, centres as well as margins)*
2. *Do you articulate your own social and intellectual position, from which you speak when lecturing? (I also consider how much to lecture, how much to decenter myself)*
3. *For whom do you design your curriculum? Who is your ideal, imagined student and what assumptions do you make about their backgrounds, culture, languages and schooling?*
4. *Does your curriculum reflect its location in Africa and the global South? To what extent does it draw on subjugated histories, voices, cultures and languages? (For US faculty,*

we can think about our own pasts and presents of exclusion, segregations, and subjugations)

5. *How does your teaching recognise and affirm the agency of black and first-generation students? How does your teaching legitimate and respect their experiences and cultures?* (and, again, for US faculty, of Latino/a, Asian, Indigenous, gender diverse, etc students)

6. *Can you speak indigenous or regional languages and relate to the cultures and lived experiences of all students? Do you draw on these valuable resources in your teaching?* (For US faculty, we can think not necessarily about languages, but about whether our assigned readings reflect the diversity of our classroom--whose voices are we elevating? Whose experiences? How do our assignments cater to only those students from white, privileged educational backgrounds?)

7. *How does your curriculum level the playing fields by requiring traditional/ white students to acquire the intellectual and cultural resources to function effectively in a plural society?*

8. *How do you build a learning community in your classroom where students learn actively from each other and draw on their own knowledge sources?*

9. *How do your assumptions about curriculum knowledge play out in the criteria that you use to assess students? What can you do to make your assessment practices more fair and valid for all students, without inducing high levels of anxiety? What assessment methods could show what all students are capable of, drawing on their strengths and promoting their agency and creativity?*

10. *How far do your teaching and assessment methods allow students to feel included without assuming assimilation?*

From my Previous Syllabus (already partially revised from more traditional past syllabi)

REQUIRED BOOKS (Notebowl = course management system):

Beard, Mary. 2016. *SPQR*. Liveright Press.

Boatwright, Mary. 2012. *Peoples of the Roman World*. Cambridge. (out-of-print; Notebowl)

Francesca, C. and R. Smith. 2014. *Ancient Rome: An Anthology of Sources*. Hackett.

Anderson, c. and T. Dix (2011) *Beware the Ides of March: Rome in 44 BCE*. Reacting to the Past. (Notebowl)

EVALUATION:

Daily reading questions/interests 150

RTTP Daily game participation 150
 RTTP Paper (5-7 pages) 150
 Oral Arguments--formal speeches 300 (2@150 each)
 Final Project: Podcast or Digital Storybook 150

SCHEDULE OF LECTURES AND READINGS

KEY FOR SCHEDULE: Beard = Beard, M. *SPQR*

FS = Francese, C & R. Smith (eds) *Ancient Rome: And Anthology of Sources*

	Monday	Wednesday	Friday
Week 1 (Jan 22)	<p>What is Rome and why do we care?</p> <p>READING: "A Kerfuffle About Diversity in Roman Britain" (Notebowl)</p>	<p>Where does Roman history start?</p> <p>READINGS: Beard Prologue Ch 1 (15-52);</p>	<p>Foundations of Rome</p> <p>READINGS: Beard Ch 2 (53-89); Livy 1.1-23 (FS 143-61)</p>
Week 2 (Jan 29)	<p>NO CLASSES</p> <p>MLK DAY ON CAMPUS</p>	<p>Kings of Rome</p> <p>READINGS: Beard Ch 3 (91-130); Livy 1.34-60 (FS 162-83); "Avenging Lucretia: From Rape to Revolution" (Notebowl)</p>	<p>Rome's Rival: The Etruscans of Italy</p> <p>READING: Theopompus; Izzet on Etruscan Women (Notebowl)</p>
Week 3 (Feb 5)	<p>The Early Republic:</p> <p>READING: Beard Ch 4 (131-68)</p> <p>Twelve Tables (FS 503-11); Roman Calendar (FS 512-15);</p>	<p>Roman Expansion</p> <p>READING: Beard Ch 5 (169-92)</p> <p>Polybius (Notebowl and FS 361-81)</p> <p>LECTURE ON ROMAN MILITARY THURSDAY 7PM</p>	<p>Roman Empire before Emperors</p> <p>READING: Beard Ch 5 (192-207); Plutarch (FS 354-60)</p> <p>Polybius on Carthage (Notebowl); Boatwright Ch 1</p>

Week 4 (Feb 12)	Rome before the Empire: Architecture and Art of the Republic READING: Kuttner (Notebowl)	Spectacle and Political Culture READING: Flower (Notebowl)	The Roman Constitution READING: Brennan (Notebowl)
Week 5 (Feb 19)	Crisis of the Republic READING: Beard Ch 6 Appian (Notebowl and FS 1-13) Q. Cicero (FS 77-91)	End of the Republic READING: Beard Ch 7 <i>Caesar Civil War</i> (Notebowl) Cicero letters (FS 53-64)	Republican Society READING: Beard Ch 8 (297-336); Cicero letter (FS 67)
Week 6 (Feb 26)	Republican Society Readings: Sources on race/ethnicity (Notebowl); Boatwright Ch 3	Roman Religion READING: Rupke "Roman Religion"; on Saturnalia (Notebowl)	GAME INTRODUCTION: Hail Caesar! Beware the Ides of March Readings: GB 52-55, 77-135
Week 7 (March 5)	GAME INTRODUCTION: Setting the Scene and Getting into Character Readings: GB 4-51	INITIAL SENATE MEETING: What About Caesar's body? Do we have a funeral?	FORUM DAY: Caesar's Funeral or Faction Discussions
Week 8 (Mar 12)	SECOND SENATE MEETING: Caesar's <i>Acta</i> & Heir	THIRD SENATE DAY: Caesar's Assassins and the Pontifex Maximus	NO CLASS (I'm out of town)
SPRING BREAK			
Week 9 (Mar 26)	FORUM DAY: Foreign policy discussions	FOURTH SENATE DAY: Foreign policy	FINAL SENATE MEETING: Public Order and Administration

Week 10 (April 2)	<p>GAME RECAP: Reality vs. Role Playing What did we learn?</p>	<p>Civil War, Part 2: Antony vs. Octavian READING: Beard Ch 9 227-53); Cicero Philipic II (Gamebook); FS p 69-73</p>	<p>Augustus READING: Beard Ch 9 (353-85); Augustus (FS Document # 57)</p>
Week 11 (April 9)	<p>The Augustan Building Program READING: Favro (Notebowl); Boatwright Ch 4</p>	<p>ROME: ENGINEERING AN EMPIRE! READING on Roman building materials In class: video</p>	<p>NO CLASS (I'm out of town)</p>
Week 12 (April 16)	<p>The Roman Emperors READING: Beard ch 10 (387-434)</p>	<p>Slavery, Freedmen, and Social Mobility READING: FS Docs I.1, I.51-56; Ramgopal "Mobility" (Notebowl)</p>	<p>NO CLASS AWARDS CONVOCATION</p>
Week 13 (April 23)	<p>Spotlight: Life in Pompeii and Herculaneum READING: Sources on Pomp/Herc (Notebowl)</p>	<p>Rome outside of Italy READING: Beard Ch 12 (475-525); OPTIONAL: Boatwright Ch 2</p>	<p>Roman Society and Culture READINGS: Beard Ch 11 (435-73); FS Juvenal, Martial, Pliny (#1, 3, 14, 18, 23, 24), Inscriptions # 75-88; FS Documents # 5, 35, 36, 38-42, 44 (FS 267-98), Seneca (FS 418-30)</p>

<p>Week 14 (April 30)</p>	<p>Roman Sexualities</p> <p>READINGS: Skinner “The Imperial Populace: Towards Salvation?” OPTIONAL: Kotrosits</p>	<p>Roman Medicine</p> <p>READINGS: Selections from Cato, Galen, Pliny the Elder, Celsus (Notebowl)</p>	<p>Religions of the Empire:</p> <p>READINGS: FS Valerius Maximus, Documents # 72, 89-93; Boatwright Ch 4-5; Ancient Sources on Jews (Notebowl)</p>
<p>Week 15 (May 7)</p>	<p>What is Rome? Why do we care? Where do we go from here?</p> <p>READINGS: “Erasing History? The Roman Way to Memorialize a Painful Past”; “Blood and Soil: From Antiquity to Charlottesville” (Notebowl)</p>		

Articles and resources being added this year (so far):

Dan-el Padilla Peralta (2015) [“Barbarians Inside the Gate, Part I: Fears of immigration in ancient Rome and today”](#)

Nandini Pandey (2018) [“Rome’s “Empire Without End” and the “Endless” U.S. War on Terror Replaying the Roman Civil Wars in Reverse Since 9/11”](#)

[BBC Reith Lectures: Kwame Anthony Appiah “Mistaken Identities”](#) (Nation, Color, Culture, Creed)

[BBC In Our Times series](#)--includes great episodes on ancient Mediterranean peoples not typically included in a classics course.

[A History of the World in 100 British Museum Objects](#)