Cover Sheet: Request 13821

IDS2935 Identity of the Self from Classical Antiquity to the Digital Era

Info

Process	Course|New/Close/Modify|Ugrad|Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Eleni Bozia bozia@ufl.edu
Created	4/1/2019 9:46:33 PM
Updated	4/19/2019 1:57:01 PM
Description of request	I would like to get Gen Ed approval for my proposed QUEST course. The course belongs in QUEST 1/Trial 3 and has already been approved by the QUEST committee. I am requesting Humanities designation and Writing for 4,000 words.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Classics 011607000	Mary Eaverly		4/2/2019
IDS2935_03_25_19.docx					4/1/2019
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/19/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			4/19/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13821

Info

Request: IDS2935 Identity of the Self from Classical Antiquity to the Digital Era
Description of request: I would like to get Gen Ed approval for my proposed QUEST course. The course belongs in QUEST 1/Trial 3 and has already been approved by the QUEST committee.
I am requesting Humanities designation and Writing for 4,000 words.
Submitter: Eleni Bozia bozia@ufl.edu
Created: 4/1/2019 9:14:13 PM
Form version: 1

Responses

Course Prefix and Number

> Response:
> IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).
If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title
Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

> Response:
> Identity of the Self from Classical Antiquity to the Digital Era

Delivery Method
Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

> Response:
> Classroom

Request Type

> Response:
> Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term
Enter the term (semester and year) that the course would first be taught with the requested change(s).

> Response:
> Fall

Effective Year

Response:
2019

Credit Hours
Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not elegible for GE or WR certification.

Response:
3

Current GE Classification(s)
Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification
Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval
Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a perment General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
Permanent

Requested GE Classification
Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H - Humanities

Requested Writing Requirement Classification
Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
E4 - 4000 words

Subject Area Objectives

Please visit the General Education "Subject Area Objectives" webpage. Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.
* *
Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box

Response:
Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see example GE syllabus). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:
1. Enable students to study source documents and historical texts closely, cross-examining information and evaluating all sources.
2. Promote critical thinking through secondary readings and consideration of contemporary issues through the prism of history.
3. Build students' writing skills through two essay assignments that will cover identity considerations in antiquity and in modern times, engaging students with different bibliography and writing styles.
4. Improve students' public speaking skills, as each essay will be presented in a form of conference presentation in class.

Student Learning Outcomes

Please visit the Student Learning Outcomes section of the General Education webpage, find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:
Composition

Select and apply writing process strategies, including how to discover a topic, how to develop and organize a text, and how to adapt writing style and format to different audiences, purposes, and context.

Compare various genres of writing. Critique complex texts in writing using valid claims and persuasive evidence. Analyze texts for rhetorical competency.

Compose written texts for scholarly or professional purposes. Communicate using accepted conventions of standard written English and apply the techniques that produce effective texts.

In this class the students will write two 2000-word essays.   In the first essay, the students will have to consider ancient concepts of identity and immigration, and present a comprehensive thesis about such phenomena through the centuries and across the globe.

The students will have to furnish a discussion based on the ancient sources (literary texts, legal documents, and inscriptions), while also engaging with modern bibliography.

The students will have to formulate an argument and support it persuasively both in written form as well as in a class conference-type presentation.

Humanities

Identify, describe, and explain the history, underlying theory and methodologies used.
Identify and analyze key elements, biases and influences that shape thought within the subject area.

Approach issues and problems within the discipline from multiple perspectives.

Communicate knowledge, thoughts and reasoning clearly and effectively.

Students will engage with definitions of identity, immigration, and citizenship in the ancient Greco-Roman world through ancient sources and modern bibliography.

The students will have to approach these topics from different points in time and then from their viewpoint. They will have to engage with their classmates and support their theses. They will finally need to account for technology and its role in our understanding of history and our role in it.

Students will write 2 essays on both the ancient and the modern component of the class. They will also present their work in class. Finally, they will have weekly CANVAS discussions on topics that will help them engage with their classmates.

Content: Explanation of Assessment
Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:
Daily preparation of the assigned material is required and necessary. This will also help you succeed in your projects.

IN-CLASS WORK
• One comprehensive examination (Week 8: September 27th)
• CANVAS Discussions
• Essay Conference Presentations
EXPERIENTIAL LEARNING
• 3D scanning, modeling, and 3D printing (week 14: November 1st)
The students will be actively engaged with both the Harn Museum and Marston Science Library for their 3D scanning and printing. A major component of the course is for students to learn how to understand history (specifically international social and cultural interactions for the purpose of this course) and realize the tangibility of history through the study of artifacts and how each of us become part of the world's history through everyday activities.
Our visit to the Harn will bring students closer to these concepts and better conceptualize the relevance of history. 3D scanning and printing will then increase their interaction with the ancient world, rematerializing into their world.

REFLECTION
• CANVAS discussions will provide room for reflection, expression, and thoughtful interaction with peers. The students will have to formulate their own responses, but also comment on the responses of their peers, thus having to consider and perhaps reconsider their position.
• Additionally, the first essay will have students reflect on issues of contemporary significance,

such as immigration, citizenship, and non-native speakers, exploring the ways that history dealt with such cases, appreciating lessons of the past, and essentially turning a critical eye to their current manifestations. The second essay that will discuss digitization and world heritage will have students reflect on the impact of technology on our lives and on contextualizing our history with that of our peers around the world. Additionally on a strictly academic level, they will come to appreciate the ways that interdisciplinary studies can deepen our understanding of our research object.

• Self-reflection will be assessed as part of the essay's argumentation, as described under the the UF's writing rubric titled "argument and support."
http://undergrad.aa.ufl.edu/media/undergradaaufledu/gen-ed/Sample-Writing-Assessment-Rubric.pdf

WRITING COMPONENT
• 2000-word essay on ancient considerations of identity (week 8: November 1st)
• 2000-word essay on 3D digitization and 3D printing as active experiences of world heritage (week 16: November 15th)

Two essays where students will have to explain their understanding of the material, engage with primary and secondary bibliography, and then formulate their argument. The students will also have to present their work in a conference format on the last week of classes.

CANVAS Discussions: There will be mandatory weekly discussion threads on CANVAS. Each student will have to write his/her own response and also comment on another student's response. These discussion threads will be our focal points during class. The discussions will be moderated, and feedback will be provided by the TA of the course.

PRESENTATIONS
The students will have to present their essays in class in a conference type of setting. The presentations will be graded based on: 1. Observance to appointed time of presentation and 2. Presentation cohesiveness.

DIGITIZATION PROJECT
The students will digitize an artifact of their choice at the Harn Museum of Modern Art. The instructor will provide the 3D scanning equipment. Then the class will meet at Marston Science Library to work on 3D modeling to prepare the artifact for 3D printing. The digitization sessions will not be graded.

The students will then write their second essay to discuss digital preservation, world heritage, and their perception of and role in world history. The essay will be graded based on the UF writing rubric. http://undergrad.aa.ufl.edu/media/undergradaaufledu/gen-ed/Sample-Writing-Assessment-Rubric.pdf

Assignments	Total Points
Class Assignments (CANVAS Discussions)	15%
Exam	25%
Essay 1 (2000 words)	25%
Class presentation	5%
Essay 2 (2000 words)	25%
Class presentation	5%

A minimum grade of C is required for general education credit.
Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course

Critical Thinking: Explanation of Assessment
Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course.This is a required component of a General Education syllabus.

Response:
1. The students will have to furnish a discussion based on the ancient sources (literary texts, legal documents, and inscriptions), while also engaging with modern bibliography.

2. The students will have to approach topics of identity, immigration, bilingualism, and belonging from different points in time and then from their viewpoint. They will have to engage with their classmates and support their theses. They will finally need to account for technology and its role

in our understanding of history and our role in it.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:
1. The students will have to formulate an argument and support it persuasively both in written form as well as in a class conference-type presentation.

2. Students will write 2 essays on both the ancient and the modern component of the class. They will also present their work in class. Finally, they will have weekly CANVAS discussions on topics that will help them engage with their classmates.

Course Material: General Education Discussion

Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.

Response:
A. Humanities:
Close reading: The students will read selections of Ancient Greek and Latin literature in English translation. There will be a selection of genres not only to give students a solid foundation of classical literature but also so that they can get a more informed understanding of the topics of immigration and nationality from literary sources, laws, inscriptions etc. This approach will also teach students the need for plurality of informational material and cross examining of sources.

Critical thinking: The students will also engage with contemporary bibliography that discusses ancient sources, while prompting them to better contextualize these sources within their own experiences.

Analytical writing: The students will have to write essays and present on topics related to the material discussed in class. The assignments will require not only profound engagement with the sources but ability to argue and substantiate their arguments. Additionally, the digital humanities assignment that will be accompanied by a short essay will prompt the students to make connections between past and present (even the future) and better appreciate the human factor in the use of technology.

Communication: All essays have a presentation component. The students will have to give in-class conference type presentations. This form of delivery will help them develop their public speaking skills and their confidence presenting in front of a group of people and communicating their ideas.

B. Writing Requirement (WR-E4):
The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

This course requires two 2000-word essays.

The students will also present these essays in the form of conference presentation in class.

Grading will be based on UF rubric

https://archive.catalog.ufl.edu/ugrad/1213/advising/info/writing-evaluation-credit.aspx

For assistance, please refer also to the university's Writing Studio (www.writing.ufl.edu), which is located in Turlington Hall Room 2215.

The instructor and the TA will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

You may also refer to the APA writing and style manual:
https://www.apastyle.org/learn/tutorials/basics-tutorial

This is a writing sample:
https://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf
You may also consult the criteria for graded written assignment:

Incorporation of General Education Subject Areas
Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during the smeseter. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information.
It is recommended this explanation be based off of any one/combination/all of the following as a frame work (formatting is
up to submitter):

• *Course Schedule of Topics (strongly recommended)*
• *Lectures*
• *Assignments/Tests/Essays*
• *Class Discussions*
• *Group Work*
• *Miscellaneous*

Response:
WEEKLY SCHEDULE

Week   Topic Area

1   Ancient Greek world: city-states, political and cultural divisions against the backdrop of a common language
•   Aristotle, Politics (selections)
•   Thucydides, Funereal Oration
•   D. Kassimis, The Perpetual Immigrant and the Limits of Athenian Democracy. University of Chicago, 2018. (online access)
2   Ancient Greek world: The cases of "the other" and how that changes their perceptions of themselves
•   Euripides, Medea
•   D. Kassimis, The Perpetual Immigrant and the Limits of Athenian Democracy. University of Chicago, 2018.
3   Ancient Athens: citizenship, gender issues, and immigration
•   J. Davies, Athenian Citizenship: The Descent Group and the Alternatives (JSTOR)
4   Latin world and the creation of the Romans: Who are the native citizens?
•   Livy, Ab Urbe Condita (selections)
•   A.N. Sherwin-White, The Roman Citizenship. Oxford University Press, 1980. (online access)
5   Roman Empire and the annexation of the world
•   Dionysius of Halicarnassus, Roman Antiquities
•   J. Gardner, Being a Roman Citizen. Routledge, 2002.
Ch. 1 The Disabilities of Roman Citizens (online access)
6   Roman citizenship, cultural diversity, and a multilingual empire

- Claudius' edict on allowing Gauls to the Roman Senate
- Revell, Code-Switching and Identity in the Western Provinces (JSTOR)
- A. Wallace-Hadrill, Rome's Cultural Revolution. Cambridge University Press, 2008. (library book)

Ch. 3

7 Considerations of foreignness
- A. Wallace-Hadrill, Rome's Cultural Revolution. Cambridge University Press, 2008. (library book)

Ch. 1 and 2
- Adams, J. N. Bilingualism and the Latin language. Cambridge University Press, 2008.

8 Exam 1

9 2000-word essay submission and presentations

How ancient politics relate to us: citizenship, immigration, gender, and cultural activities

10 Historical artifacts as expressions of life: considering ourselves through world heritage

U. Eco, The name of the Rose (and the movie)

11 Creating our cultural heritage: lessons from the past

Eco, U. The name of the Rose (and the movie)

12 3D digitization and preservation: theories, practices, and significance in everyday life

A. Meskell, A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace. Oxford University Press, 2018. (available online)

13 3D scanning at Harn

14 Report on the artifact (2000 words)

3D modeling and printing at Marston Library

15 Discussion of Eco's The name of the Rose

COURSE SCHEDULE AND ASSIGNMENTS
Daily preparation of the assigned material is required and necessary. This will also help you succeed in your projects.

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- Essay Conference Presentations

EXPERIENTIAL LEARNING
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The students will then write their second essay to discuss digital preservation, world heritage, and their perception of and role in world history. The essay will be graded based on the UF writing rubric. http://undergrad.aa.ufl.edu/media/undergradaaufledu/gen-ed/Sample-Writing-Assessment-Rubric.pdf

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IDENTITY OF THE SELF FROM CLASSICAL ANTIQUITY TO THE DIGITAL ERA

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Course Number: IDS 2935	**Credit Hours:** 3
Semester/Year: Fall 2019	**Class location:** TBD
	Class meeting time(s): MWF 4th period
Instructor: Eleni Bozia	**Office location/Hours:** Dauer Hall 134/ Monday 5th-6th or by appointment
TA: TBD	**Contact email:** bozia@ufl.edu
Contact phone: (352) 273-3694	**Course Website:** plaza.ufl.edu/bozia

COURSE DESCRIPTION

This course will prompt students to consider identity as a cultural construction. Students will explore the question of how identities have been fashioned from Greco-Roman antiquity and why considerations of these civilizations are relevant to our perception of ourselves as parts of world history.

The students will read selections of Ancient Greek and Latin literature in English translation. There will be a selection of genres not only to give students a solid foundation of classical literature but also so that they can get a comprehensive understanding of the topics of immigration and nationality from literary sources, laws, and inscriptions. This approach will also teach students the need for plurality of informational material and cross-examining of sources.

The students will also engage with a contemporary bibliography that discusses ancient sources, while prompting them to better contextualize them within their own experiences.

IDS 2935 – IDENTITY OF THE SELF FROM CLASSICAL ANTIQUITY TO THE DIGITAL ERA

The students will have to write essays and present on topics related to the material discussed in class. The assignments will require not only profound engagement with the sources but ability to argue and substantiate their arguments. Additionally, the digital humanities assignment that will be accompanied by a short essay will prompt the students to make connections between past and present (even the future) and better appreciate the human factor in the use of technology.

All essays have a presentation component. The students will have to give in-class conference type presentations. This form of delivery will help them develop their public speaking skills and their confidence presenting in front of a group of people and communicating their ideas.

STUDENT LEARNING OUTCOMES

Objectives: My Quest 1 course will:	SLOs: At the conclusion of my Quest 1 course, students will be able to:
1. give historical details about the foundation of cities and nations and specifics about laws, culture, and everyday life of citizens (native, immigrants, women etc.) against this backdrop.	1. identify, describe, and explain the fundamentals of identity in the classical world while being able to correlate it to today's concepts and personal need to define ourselves as individuals and global citizens.
2. teach the students how to read, understand, critique and find the relevance of sources to not only understand the past but also enrich the present and form the future.	2. analyze and evaluate ancient practices and learn how to study history and why it matters—being able to appreciate the concept of: "history may not repeat itself but it does rhyme."
3. will bring the students in close contact with historical artifacts. They will be given the opportunity to consider their connection with the history of the world and also realize the physicality of history and its reflection in everyday life from the past to the present.	3. develop and present clear opinions about their own connection to history and then conceptualize their own contribution.
4. give students room to formulate their own arguments in different forms of written and oral communication. Students will thus learn to engage with their peers and practice public speaking, all the while figuring out their place in the world both literally (standing in front of their peers) and figuratively.	4. connect course content with the personal exploration to establish their identity within a global world.

QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

A. **QUEST 1 Essential Question**

This course will challenge the students to rethink personal and societal identity from the ancient Greco-Roman world and its digital reconstruction in our era. We will consider geographical provenance, multilingualism, digital preservation (3D scanning and printing) of historical artifacts, and ultimately space and self-positioning both literally and figuratively.

B. **Humanities Component**

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Close reading: The students will read selections of Ancient Greek and Latin literature in English translation. There will be a selection of genres not only to give students a solid foundation of classical literature but also so that they can get a more informed understanding of the topics of immigration and nationality from literary sources, laws, inscriptions etc. This approach will also teach students the need for plurality of informational material and cross examining of sources.

Critical thinking: The students will also engage with contemporary bibliography that discusses ancient sources, while prompting them to better contextualize these sources within their own experiences.

Analytical writing: The students will have to write essays and present on topics related to the material discussed in class. The assignments will require not only profound engagement with the sources but ability to argue and substantiate their arguments. Additionally, the digital humanities assignment that will be accompanied by a short essay will prompt the students to make connections between past and present (even the future) and better appreciate the human factor in the use of technology.

Communication: All essays have a presentation component. The students will have to give in-class conference type presentations. This form of delivery will help them develop their public

speaking skills and their confidence presenting in front of a group of people and communicating their ideas.

C. Writing Requirement (WR-E4)

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

This course requires two 2000-word essays.

The students will also present these essays in the form of conference presentation in class.

Grading will be based on UF rubric
https://archive.catalog.ufl.edu/ugrad/1213/advising/info/writing-evaluation-credit.aspx

For assistance, please refer also to the university's Writing Studio (www.writing.ufl.edu), which is located in Turlington Hall Room 2215.

The instructor and the TA will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

You may also refer to the APA writing and style manual:

https://www.apastyle.org/learn/tutorials/basics-tutorial

This is a writing sample:

https://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf

You may also consult the criteria for graded written assignment:

D. Student-Faculty Engagement

The course will be structured around the topic of identity of the self and the world in the past and today against the backdrop of the past and world heritage. So all the readings will be under these overarching themes and will be focused on them. The course is NOT formatted as a lecture. Students

will have to have completed weekly assignments before they come to class. Each session will be a discussion led by the instructor. Every week each discussion will be building upon the previous week. This way the students will be constantly engaged. Additionally, close analytical discussion of primary and secondary sources will be required, as it is always challenging to comprehend the relevance of ancient sources in the modern world. Also, the students will be getting personal feedback on their essays and oral presentations.

With respect to the digital humanities component, The students will have the opportunity to have hands-on practice on scanning and printing, thus actively experiencing the idea of reproducing a piece of world heritage and engaging with it in their own context. The students will have to select the object/artifact of their choice from the Harn museum to digitize. Through this process, they will be encouraged to select their own object of interest that could relate to their own place of origin, as the Harn houses collections from several parts of the world. This will give the students the sense of their interconnection with history. They will then familiarize themselves with technologies of 3D scanning and subsequently printing, thus acquiring a marketable skill, while also considering the role of technology in history as well as in everyday life. Ultimately, students will become more mindful of the history of objects but also of our personal involvement in the creation of history. It should be noted that the digitized artifacts will not be part of any public online database, as this would require further copyright accommodations.

Overall the nature of the course and assigned work necessitates close instructor-student interaction. Readings, writing, presentations, CANVAS discussions and follow-up, and 3D digitization sessions require constant faculty monitoring and guidance.

TEXTBOOKS

There are no textbooks required for this course. The reading material will be available through CANVAS, open-access publications, and digital content available through UF Libraries.

PREREQUISITE KNOWLEDGE AND SKILLS

There are NO prerequisites for this course.

PURPOSE OF THE COURSE

The purpose of the course is to challenge the students to rethink personal and societal identity from the ancient Greco-Roman world and its digital reconstruction in our era. We will consider geographical provenance, multilingualism, digital preservation (3D scanning and printing) of historical artifacts, and ultimately space and self-positioning both literally and figuratively.

The course plans to engage students with antiquity and help them consider aspects and practices of the ancient world that would broaden their current perspectives. More specifically, starting with

Ancient Athens, we will consider ideas such as democracy but also question the exclusion of non-native born individuals. Moving to the Roman Empire, we will study and explore the viability of naturalization of every individual within the borders of the Empire (up to modern day Syria) and explore the effect that language and culture acquisition had on the citizens of the Empire. Then engaging with the concept of world heritage, we will embrace the mission of digital humanities to internationalize history and culture. The students will familiarize themselves with digital humanities methodologies and will be trained in digital humanities technologies to explore how such advances can help them understand themselves as individuals and parts of world history. They will consider how technological advances become part of their everyday lives but also bring past lives in contact with them and how they can use technology to advance their understanding of humanity and the humanities. To this end the students at the end of the semester will practice 3D scanning and printing and discuss how a "foreign" artifact when "re-physicalized" in our classroom becomes part of our experience and how that relates to our perception of world history and of ourselves.

COURSE GOALS AND OBJECTIVES

1. Enable students to study source documents and historical texts closely, cross-examining information and evaluating all sources.
2. Promote critical thinking through secondary readings and consideration of contemporary issues through the prism of history.
3. Build students' writing skills through two essay assignments that will cover identity considerations in antiquity and in modern times, engaging students with different bibliography and writing styles.
4. Improve students' public speaking skills, as each essay will be presented in a form of conference presentation in class.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Subject Area	Content	Critical Thinking	Communication
Composition	*Select and apply writing process strategies, including how to discover a topic, how to develop and organize a text, and how to adapt writing style and format to different audiences, purposes, and context.*	*Compare various genres of writing. Critique complex texts in writing using valid claims and persuasive evidence. Analyze texts for rhetorical competency.*	*Compose written texts for scholarly or professional purposes. Communicate using accepted conventions of standard written English and apply the techniques that produce effective texts.*
In this class the students will write Two 2000-word essays.	In the first essay, the students will have to consider ancient concepts of identity and immigration,	The students will have to furnish a discussion based on the ancient sources (literary texts,	The students will have to formulate an argument and support it persuasively both in

	and present a comprehensive thesis about such phenomena through the centuries and across the globe.	legal documents, and inscriptions), while also engaging with modern bibliography.	written form as well as in a class conference-type presentation.
Humanities	*Identify, describe, and explain the history, underlying theory and methodologies used.*	*Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.*	*Communicate knowledge, thoughts and reasoning clearly and effectively.*
	Students will engage with definitions of identity, immigration, and citizenship in the ancient Greco-Roman world through ancient sources and modern bibliography.	The students will have to approach these topics from different points in time and then from their viewpoint. They will have to engage with their classmates and support their theses. They will finally need to account for technology and its role in our understanding of history and our role in it.	Students will write 2 essays on both the ancient and the modern component of the class. They will also present their work in class. Finally, they will have weekly CANVAS discussions on topics that will help them engage with their classmates.

COURSE SCHEDULE AND ASSIGNMENTS

Daily preparation of the assigned material is required and necessary. This will also help you succeed in your projects.

IN-CLASS WORK

- One comprehensive examination (Week 8: September 27th)
- CANVAS Discussions
- Essay Conference Presentations

EXPERIENTIAL LEARNING

- 3D scanning, modeling, and 3D printing (week 14: November 1st)

The students will be actively engaged with both the Harn Museum and Marston Science Library for their 3D scanning and printing. A major component of the course is for students to learn how to understand history (specifically international social and cultural interactions for the purpose of this course) and realize the tangibility of history through the study of artifacts and how each of us become part of the world's history through everyday activities.

Our visit to the Harn will bring students closer to these concepts and better conceptualize the relevance of history. 3D scanning and printing will then increase their interaction with the ancient world, rematerializing into their world.

REFLECTION

- CANVAS discussions will provide room for reflection, expression, and thoughtful interaction with peers. The students will have to formulate their own responses, but also comment on the responses of their peers, thus having to consider and perhaps reconsider their position.
- Additionally, the first essay will have students reflect on issues of contemporary significance, such as immigration, citizenship, and non-native speakers, exploring the ways that history dealt with such cases, appreciating lessons of the past, and essentially turning a critical eye to their current manifestations. The second essay that will discuss digitization and world heritage will have students reflect on the impact of technology on our lives and on contextualizing our history with that of our peers around the world. Additionally on a strictly academic level, they will come to appreciate the ways that interdisciplinary studies can deepen our understanding of our research object.
- Self-reflection will be assessed as part of the essay's argumentation, as described under the the UF's writing rubric titled "argument and support."

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> http://undergrad.aa.ufl.edu/media/undergradaaufledu/gen-ed/Sample-Writing-Assessment-Rubric.pdf

WRITING COMPONENT

- 2000-word essay on ancient considerations of identity (week 8: November 1st)
- 2000-word essay on 3D digitization and 3D printing as active experiences of world heritage (week 16: November 15th)

Two essays where students will have to explain their understanding of the material, engage with primary and secondary bibliography, and then formulate their argument. The students will also have to present their work in a conference format on the last week of classes.

CANVAS Discussions: There will be mandatory weekly discussion threads on CANVAS. Each student will have to write his/her own response and also comment on another student's response. These discussion threads will be our focal points during class. The discussions will be moderated, and feedback will be provided by the TA of the course.

PRESENTATIONS

The students will have to present their essays in class in a conference type of setting. The presentations will be graded based on: 1. Observance to appointed time of presentation and 2. Presentation cohesiveness.

DIGITIZATION PROJECT

The students will digitize an artifact of their choice at the Harn Museum of Modern Art. The instructor will provide the 3D scanning equipment. Then the class will meet at Marston Science Library to work on 3D modeling to prepare the artifact for 3D printing. The digitization sessions will not be graded.

The students will then write their second essay to discuss digital preservation, world heritage, and their perception of and role in world history. The essay will be graded based on the UF writing rubric. http://undergrad.aa.ufl.edu/media/undergradaaufledu/gen-ed/Sample-Writing-Assessment-Rubric.pdf

WEEKLY SCHEDULE

Week	Topic Area
1	**Ancient Greek world: city-states, political and cultural divisions against the backdrop of a common language** • Aristotle, *Politics* (selections) • Thucydides, Funereal Oration • D. Kassimis, *The Perpetual Immigrant and the Limits of Athenian Democracy*. University of Chicago, 2018. (online access)
2	**Ancient Greek world: The cases of "the other" and how that changes their perceptions of themselves** • Euripides, *Medea* • D. Kassimis, *The Perpetual Immigrant and the Limits of Athenian Democracy*. University of Chicago, 2018.
3	**Ancient Athens: citizenship, gender issues, and immigration** • J. Davies, Athenian Citizenship: The Descent Group and the Alternatives (JSTOR)
4	**Latin world and the creation of the Romans: Who are the native citizens?** • Livy, Ab Urbe Condita (selections) • A.N. Sherwin-White, The Roman Citizenship. Oxford University Press, 1980. (online access)
5	**Roman Empire and the annexation of the world** • Dionysius of Halicarnassus, Roman Antiquities • J. Gardner, *Being a Roman Citizen*. Routledge, 2002. Ch. 1 The Disabilities of Roman Citizens (online access)
6	**Roman citizenship, cultural diversity, and a multilingual empire** • Claudius' edict on allowing Gauls to the Roman Senate • Revell, Code-Switching and Identity in the Western Provinces (JSTOR) • A. Wallace-Hadrill, *Rome's Cultural Revolution*. Cambridge University Press, 2008. (library book) Ch. 3

7	**Considerations of foreignness**
	• A. Wallace-Hadrill, *Rome's Cultural Revolution*. Cambridge University Press, 2008. (library book) Ch. 1 and 2
	• Adams, J. N. *Bilingualism and the Latin language*. Cambridge University Press, 2008.
8	**Exam 1**
9	**2000-word essay submission and presentations** **How ancient politics relate to us: citizenship, immigration, gender, and cultural activities**
10	**Historical artifacts as expressions of life: considering ourselves through world heritage** U. Eco, *The name of the Rose* (and the movie)
11	**Creating our cultural heritage: lessons from the past** Eco, U. *The name of the Rose* (and the movie)
12	**3D digitization and preservation: theories, practices, and significance in everyday life** A. Meskell, *A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace.* Oxford University Press, 2018. (available online)
13	**3D scanning at Harn**
14	**Report on the artifact (2000 words)** **3D modeling and printing at Marston Library**
15	**Discussion of Eco's *The name of the Rose***

REQUIRED TEXTBOOKS AND SOFTWARE

No required textbook. The instructor will be uploading material on CANVAS.

EVALUATION OF GRADES

Assignments	Total Points
Class Assignments (CANVAS Discussions)	15%
Exam	25%
Essay 1 (2000 words)	25%
Class presentation	5%
Essay 2 (2000 words)	25%
Class presentation	5%

A minimum grade of C is required for general education credit.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course

GRADING SCALE

Letter Grade	% Equivalency	GPA Equivalency
A	94 – 100%	4.0
A-	90 – 93%	3.67
B+	87 – 89%	3.33
B	84 – 86%	3.00
B-	80 – 83%	2.67
C+	77 – 79%	2.33
C	74 – 76%	2.00
C-	70 – 73%	1.67
D+	67 – 69%	1.33
D	64 – 66%	1.00
D-	60 – 63%	.67
E, I, NG, S-U, WF		0.00

More information on grades and grading policies is here:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE POLICIES

ATTENDANCE / PARTICIPATION
Students are expected to attend class and participate in class discussions and projects and complete peer reviews of projects throughout the semester. Students can have up to 3 unexcused absences throughout the semester. Beyond that, they will be deducted 0.5 point for every unexcused absence from class.

MAKE-UP POLICY

1. There will be no make-up work except in extraordinary and documented cases.

2. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

COURSE TECHNOLOGY
The students will be required to have access to, and use a personal computer with the access to the Internet. Word editing software will be required for written assignments.

COURSE COMMUNICATIONS
Students can communicate directly with the Instructor regarding the course material through the course management system (CANVAS), via e-mail, or during office hours.

UF POLICIES

UNIVERSITY HONESTY POLICY
UF students are bound by The Honor Pledge that states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CLASS DEMEANOR
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please, avoid the use of cell phones.

STUDENTS REQUIRING ACCOMMODATIONS
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

ONLINE COURSE EVALUATIONS

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Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

CAMPUS RESOURCES

HEALTH AND WELLNESS

 U Matter, We Care

 If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

 Counseling and Wellness Center
 http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

 Sexual Assault Recovery Services (SARS)
 Student Health Care Center, 392-1161.

 University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

ACADEMIC RESOURCES

 E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

 Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
 http://www.crc.ufl.edu/

 Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

 Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
 http://teachingcenter.ufl.edu/

 Writing Studio, 2215 Turlington, 846-1138. Help brainstorming, formatting, and writing papers.
 http://writing.ufl.edu/writing-studio/

 Student Complaints Campus:
 https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

 On-Line Students Complaints:
 http://www.distance.ufl.edu/student-complaint-process