



Race and Ethnicity in Antiquity

Course Description

The Mediterranean Sea has been considered as a cauldron of globalization. Throughout ancient history, people sailed across the sea to encounter new peoples and ideas. As a result of these interactions, which were often driven by conquest or colonization, new ideas about race and ethnicity developed. These ideas would shape the Mediterranean throughout antiquity and still inform much of the racial discourse in the modern world

Our goal is to examine the Mediterranean world over the centuries and gain a more thorough appreciation for its diversity and complexity. Using ancient primary sources in translation, we will examine how concepts like race, ethnicity, and culture were defined in the ancient Mediterranean and in what contexts they mattered. We will consider what theories developed to explain human difference and examine what impacts these theories had on political, social, and economic development. Alongside these ancient texts students will also contrast the material remains of these societies and compare local understandings of ethnicity with the Greek and Roman textual sources that define the discipline.

Course Learning Objectives

Over the course of the semester, students will 1) develop familiarity with key terms and concepts related to the study of race and ethnicity, 2) practice critical reading and analysis of primary and secondary sources 3) learn to identify and evaluate historical arguments in scholarly papers 4) learn to work in groups to communicate their ideas orally.

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Class Meetings: 10-11:30 AM, TuTh
 Classroom: 301 Condon Hall
 Professor's Drop-in Office Hours:
 Mon. 3:30 to 5 PM, Thurs. 10-11:30
 AM, and by appointment.

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History 399 - Race and Ethnicity

Campus Resources for Illnesses, Accessibility, and Mental Health

I intend for this class to be an accessible and inclusive learning environment. If you anticipate any problems with the format or requirements of this course due to an illness, disability, or other extenuating circumstance, please let me know as soon as possible. I am happy to meet with you and find a way for you to participate successfully in this course.

-If you need help accessing accommodations on campus, contact UO's Accessible Education Center. They are located in 164 Oregon Hall and can be reached at 541-346-1155 or through their website at <https://aec.uoregon.edu/>

-If you are struggling with mental health issues or substance abuse problems, counseling and support is available to all UO students in the Counseling Center: <https://counseling.uoregon.edu/>

-If you need access to health care services and/or help understanding your medical insurance options, visit the Student Health Center on 13th Ave or check out their website at <https://health.uoregon.edu/>

If you need help but are unsure where to go or who to ask, please come see me in office hours and I will do my best to connect you with campus or community resources.

Academic Misconduct

My policy is to assume that all of my students are acting honestly and ethically until proven otherwise. When presented with evidence to the contrary, however, I will refer cases to the Dean of Students and/or the Office of Student Conduct and Community Standards as appropriate.

From the Dean of Students: "The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism."

Help & Resources

If you are confused or have questions:

1. Ask in class

You will have the opportunity at the beginning of every class to ask questions without penalty or prejudice. I will answer these immediately or get back to you ASAP.

2. Speak to me after class

Usually, it takes me 5-10 minutes to pack up and leave the classroom. Feel free to come speak to me more privately after class or walk with me to my next class/appointment to discuss your question.

3. Make an appointment

Feel free to send me an email with your questions; I do my best to respond within a few hours. If you'd like to speak to me at length, come to my office hours or schedule an appointment to meet. I check my email regularly between the hours of 9 AM - 6PM.

4. Use online resources

Google, when used appropriately, often turns up the requisite Oregon webpages!

ASSESSMENTS AND EXPECTATIONS

Attendance and Engagement

(15%) - You are required to attend all class meetings and will be graded on attendance and participation. It is not enough to simply arrive and sit quietly. You must participate in class activities and discussions. **Attendance may be taken through the use of pop quizzes on assigned course readings administered in class with no advance notice.**

Ancient Author Presentations (25%) -

In order to understand ancient racism, it is important to know who is providing our information and what kind of biases and perspectives they may bring to their representations of other cultures in antiquity.

During the first half of the course, you will work with a group to pick one of the ancient authors highlighted in your course reader, research that author, and lead your class in a discussion. Your project will have three parts. **First**, sign up for your preferred author from the list provided (via email). **Second**, with your partner, read up on your assigned author using approved, reliable scholarly sources. through the selections provided in your course reader. Meet and discuss the questions provided on your handout, writing down your answers. (You need not agree, and multiple perspectives are welcome). **Third**, using your discussion as a guide, prepare a series of discussion questions or activities to lead the class through your day's assigned reading. You should plan to present for about 5-10 minutes on your assigned author and lead the class for about 30-45 minutes. You may use a handout, a PowerPoint, a video or an interactive activity to structure your time.

Your presentation will occur on the dates indicated on the course schedule and sign up sheet.

Reading Responses (15%)

4 times per quarter you will turn in a 300-400 word response to the week's reading. You may respond to one or more of the readings. I will provide a topic question or set of questions to guide your thinking, but you can choose to write on any relevant ancient topic related to the reading that you choose. These

will be graded on a excellent-satisfactory-unsatisfactory basis. I will assess your work based on 1) clear understanding of class discussions and reading, 2) length and depth of thought, 3) grammar and mechanics. Two of these responses are due in Week 5, and the rest are due in Week 10.

Final Paper (45%)

The final paper will build off of your Ancient Author Presentation. The paper should be **8 pages** in length and focus primarily on ancient sources, though many will find that reading modern scholarship will help shape their analysis and arguments. Students are permitted to write their paper on any topic (in consultation with their professor), though I have provided a list of potential topics on Canvas to help you get started.

In order to help you keep on task, the final paper will have several checkpoint assignments due throughout the term. The **first** will be a list of five passages due in the fourth week of the term. For each passage, students need to write a paragraph of 4-5 sentences explaining the quote's context (Who wrote it? In what work did it appear? What was the author talking about when this quote was said? How is this quote relevant to your topic?). These paragraphs will be helpful as you draft your paper. **Second**, students will write a 300 word abstract for their paper and bring it into class for a peer conference. Students will share their abstract with a small group of their peers and receive feedback on their idea and the structure of their paper. **Third**, students will bring in a draft of the first two pages of their paper in the last week of class and review their work with a classmate. *All of these checkpoint assignments will be graded on a pass/no pass basis and form 30% of the total assignment grade.*

The final paper will be due to the professor on Canvas by the end of the course's scheduled final exam period. **Papers will be graded on** 1) strength of the argument, including the effectiveness of the evidence used to support it 2) clear, coherent, and thoughtful analysis of ancient and modern evidence 3) application of key concepts and themes from the course 4) clarity of writing, including grammar and mechanics and 5) adherence to the assignment parameters, including page length.

ASSESSMENTS AND EXPECTATIONS

Late Work Policy

All assignments must be turned on Canvas by the beginning of the class period on the due date. After class begins, your work is considered late. Work can be submitted up to 24 hours after the original deadline at a 10% grade penalty (i.e., an A+ paper turned in late will become a B paper if turned in at the end of class). Any further late work requires a discussion with the professor.

Classroom Policies

Please arrive on time to class. Late arrivals are disruptive and disrespectful. Students who arrive more than 5 minutes late to class may be turned away at the door.

Students come to class with many different points of view, life experiences, and backgrounds. I intend my classes to be safe spaces for discussing difficult and intellectually challenging issues. This requires you to treat your classmates, your section leaders and me with respect: allowing others to speak, debating respectfully, avoiding raised voices, refraining from the use of inappropriate names or terminology in class, and **not posting about other students on social media.**

Everyone has the right to express their thoughts, challenge their own opinions, and change their mind as we progress through the semester: it is your responsibility to provide your classmates with the respect and freedom to experiment and learn. *Students who violate these guidelines will be given one warning and then either removed from the classroom or referred to university administration, as deemed appropriate by the instructor.*

Electronics Policy

Research has shown that the majority of students learn better by writing out notes longhand. I strongly discourage electronics in my classroom without unless the Office of Accommodation Resources has suggested you use one to facilitate your participation in this course. During class, I ask that you place all electronic devices, including phones, laptops, and

tablets, into your bag. If you plan to use a computer, please take a seat at the back of the room to minimize disruption. You may find an internet blocking software like SelfControl helpful. If you prefer to do your readings on a computer, you may bring out your device during group discussion sessions. If inappropriate activity is observed during class, you may be asked to leave the classroom. Repeated offenses will be punished at the discretion of the professor.

Grade Policies

If you anticipate a problem with a course deadline, contact your section leader as soon as possible to make alternate arrangements. Not all requests can be honored.

No extra credit will be granted without extenuating circumstances.

Recording Policies

Recording of class sessions *without the express written permission of the instructor or section leader* is not only prohibited, it is illegal. Students caught recording without permission will be removed from the classroom; further action may be taken as deemed necessary by the professor. If you would like to record lectures or need to do so for medical reasons, you must get my permission in writing before doing so. (Emailed requests are fine).

Grade Scale

100-93% A
 92-90% A-
 89-87% B+
 86-83% B
 82-80% B-
 79-77% C+
 76-73% C
 72-70% C-
 69-67% D+
 66-63% D

Reading and Assessment Schedule

Reading assignments are due and will be discussed on the day listed. Any readings not from the required textbooks will be available on Canvas.

Books Required (both should be available used)

RECW = Kennedy, Roy, and Goldman, eds. 2013. *Race and Ethnicity in the Classical World: an Anthology of Primary Sources in Translation*. Hackett Publishing.

Hall = J. Hall, *Hellenicity: Between Ethnicity and Culture*. University of Chicago Press.

McInerney = J. McInerney, *The Blackwell Companion to Ethnicity in the Ancient Mediterranean*. Blackwell Publishing. **Note:** McInerney is available through UO Libraries for free. You may wish to print out the assigned chapters and bring them to class.

Optional Texts

Strassler = R. Strassler, ed. *The Landmark Herodotus*. Anchor Books. (This version is highly recommended.)

McCoskey = D. McCoskey, *Race: Antiquity and its Legacy*. Bloomsbury Press. (Many of you will read this for your papers)

Week 1—

Welcome!

Oct 2 - Welcome! *No Class Meeting*

Weeks 2-3

Theories of Race and Ethnicity

Oct 7: Studying Race and Ethnicity in Antiquity

Reading: McCloskey, “Racial Theory” (pp. 35-80, on Canvas), Kennedy, “Why I Teach Race and Ethnicity in Antiquity” (blog post, on Canvas)

Recommended: Hall, “Theory and Method in Studying Antiquity,” (pp. 1-29)

Oct 9: Ethnicity in the Beginning

Reading: RECW pp. 3-34 (“Homer and Hesiod” and “Genealogies and Origins”), Hall, “The Question of Origins” (pp. 30-55)

Oct 14: Landscape and Environment

Reading: RECW pp. 35-52 (“Environmental Theories”), McInerney Ch. 20 (pp. 298-311), Kennedy, “Airs, Waters, Metals, Earth: People and Land in Archaic and Classical Greek Thought,” (on Canvas)

Presentation 1: The Hippocratic Writers

Oct 16: Genetics and Genesis

Reading: RECW pp. 53-64 (“Genetic Theories”), Hall, “Helen’s Sons: Blood and Belonging in Early Greece” (pp. 56-89)

Oct 21: Culture vs. Ethnicity

Reading: RECW pp. 65-82, McInerney Ch. 14 (213-27)

Week 4 - 5**Case Study: Herodotus' Histories**

Oct 23: Herodotus, Ethnography, and Method

Reading: Strassler, Editor's Preface (pp. xxxvii-xlvii), Book I (pp. 3-40), Appendix D (pp. 744-48),

Presentation 2: Herodotus

Oct 28: Herodotus on Egypt and Scythia

Reading: Strassler Book II (pp. 117-42), Book IV (281-303), Gruen, "Egypt in the Classical Imagination" (pp. 76-114, on Canvas)

*****Primary Source List due*****

Oct 30: The Egyptians and Persians on their own terms

Reading: McInerney Ch. 12 (pp. 175-93), Ch. 13 (pp. 194-212)

*****Reading Responses Midterm Check*******Weeks 5 - 9****Regions of the Mediterranean**

Nov 4: Who are "We"?

Reading: RECW pp. 83-110 ("The Inhabited World"), McInerney Ch. 16 (pp. 241-55), Isaac, "Proto-racism in Graeco-Roman Antiquity" (pp. 32-47)

Presentation 3: Pliny the Elder

Nov 6: Judea, Jews, and the Jewish Diaspora

Reading: RECW pp. 243-62, McInerney Ch. 28 (pp. 423-36)

Presentation 4: Josephus

Nov 11: Africa

Reading: RECW pp. 141-78, McInerney Ch. 35 (pp. 527-40)

Presentation 5: Strabo

Nov 13: Critical Race Theories and Black Feminisms

Reading: Haley, "Be Not Afraid of the Dark: Critical Race Theory and Classical Studies." (pp. 27-50)

Prof. Haley will give a lecture Nov. 14, 3:30-5 PM in 375 McKenzie

Nov 18: Parthia and India

Reading: RECW pp. 233-42, Dueck, "Modelling Ethnicity: Patterns of Ethnic Evaluations in the Indian Records of Alexander's Companions and Megasthenes," (on Canvas)

*****Abstracts due in class for peer review session*****

Nov 20: The Celts and Gauls

Reading: RECW pp. 341-88, McInerney Ch. 33 (pp. 497-513), Krebs, "Borealism: Caesar, Seneca, Tacitus, and the Roman Discourse about the Germanic North" (pp. 202-22, on Canvas)

Weeks 9 - 10**Ancient Ethnicity and Modernity**

Nov 25: Ethnicity and Empires

Reading: McInerney Ch. 7 (pp. 97-111), Greenwood, "Classics as a School of Empire" (pp. 69-111)

***** NO CLASS NOV 27 - THANKSGIVING*****

Weeks 9 - 10**Ancient Ethnicity and
Modernity**

Dec 2: Antiquity and Modernity

Reading: McInerney Ch. 5 (pp. 66-81), Dee, “Black Odysseus, White Caesar: When Did White People Become ‘White?’” (pp. 157-67, on Canvas)

*****Final Reading Response Check*****

Dec 4: Introduction of final paper due in class for peer review session.

ADDENDUM: READING RESPONSES

Assignment Guidelines

4 times over the quarter (so roughly every other week) you will turn in a short 300-400 word writing response to the week's reading. Because ancient primary sources can be difficult to understand, these low-stakes writing assignments give you the chance to practice interpreting these texts and develop your skills over the course of the quarter. I will check on your progress twice during the quarter (see the Schedule above) and grade your work on an excellent (100%), satisfactory (80%), unsatisfactory (65%) or incomplete (0%) basis. You will turn in each response under the Assignments tab on Canvas, and each will be checked for plagiarism by VeriCite. You should use these assignments to collect evidence for your final paper, and are welcome to adapt your responses and use them as part of the paper itself.

Below I have offered weekly questions to help you get started with this assignment. You should respond to one part of the question, not the whole thing. Your response should refer to specific primary source passages from RECW and focus in detail on language.

Week 2: How do Homer and Hesiod divide cultures? What ideas or concepts underpin their racial boundaries? What roles do ideas of descent, geography/distance, or divine interventions play in their thoughts?

Week 3: What does "genetic theory" mean in the context of ancient Greece? What is an environmental

theory of race? How do environmental theories also justify Greek ideas about slavery and imperialism?

Week 4: What is a cultural theory of race? What is the difference between this method and the genetic and environmental theories we discussed last week? What is the significance of ethnicity as a practice rather than an innate trait?

Week 5: What is Herodotus' method for studying other peoples? What are some of the problems with ethnography, and what problem does Herodotus think it will solve? Who holds the power in ethnography?

Week 6: According to Greeks and Romans, which areas are inhabited and which are empty? Which are civilized and which are savage? How does this shape attitudes towards the Jews/Judaeans and Africans?

Week 7: What did you think of Professor Haley's talk? Assess her ideas and arguments in light of what we've read and discussed in class.

Week 8: What differences do you see in the ways that Greco-Roman authors discuss Gaul/Germania and India? What historical and cultural factors might account for those differences?

Week 9/10: How did (and didn't) racial thinking inform imperialism in antiquity? What about modernity? What ideas get reused, and which are reinvented?