

IDENTITY OF THE SELF FROM CLASSICAL ANTIQUITY TO THE DIGITAL ERA

<p>Course Number: IDS 2935</p> <p>Semester/Year: Fall 2020</p> <p>Credit Hours: 3</p> <p>Requirements fulfilled: Gen Ed, Humanities</p>	<p>Instructor: Prof. Eleni Bozia</p> <p>E-mail: bozia@ufl.edu</p> <p>Office location/Hours: T and R 2pm-3pm <u>on Zoom</u></p> <p>Zoom link is available on CANVAS on the front page and in Zoom conferences</p>
<p>Class meeting time(s): MWF 5th period</p>	<p>Class location: On Zoom</p> <p>Zoom link is available on CANVAS on the front page and in Zoom conferences</p>
<p>TA: Anthony Smith</p> <p>E-mail: a.smith2@ufl.edu</p>	<p>TA Office hours: M & W 3:00-3:50pm on Zoom</p> <p>Zoom link is available on CANVAS on the front page</p>

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

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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 secondary bibliography that discusses ancient sources, while prompting them to better contextualize them within their own experiences.

The students will have to write two 1000-word essays on a topic 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 virtual activity and accompanying 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.

The essays also have a presentation component. The students will have to give in-class conference type presentations. This form of delivery will not only help them develop their public speaking skills and their confidence presenting in front of a group of people and communicating their ideas.

COURSE ATTENDANCE AND REQUIRED TECHNOLOGY

Attendance for this class is mandatory.

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. You will also need a camera and a microphone to be able to participate in class discussions.

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 wholesome 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 secondary bibliography that discusses ancient sources, while prompting them to better contextualize them 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

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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 not only help them develop their public speaking skills but will also improve their abilities to present in front of a group of people and communicate their ideas.

C. Writing Requirement (WR-E2)

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 1000-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)

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

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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 and so on and so forth. 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, I have already been using 3D scanning and printing in one of my classes with an enrollment of a little above 30 students. The students will have the opportunity to have virtual experience with 3D scanning and 3D printing as well as with 3D-digitized online museum collections, thus exploring 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 an online museum and discuss the process of digitization as well as the artifact's accessibility and preservation. Ultimately, students will become more mindful of the history of objects but also of our personal involvement in the creation of history.

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

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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 attend virtually 3D scanning and printing sessions and discuss how a "foreign" artifact when "re-physicalized" virtually can become part of our experience and how that relates to our perception of world history and 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.

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 (October 16th)
- CANVAS Discussions
- Essay Conference Presentations

EXPERIENTIAL LEARNING

- Online live presentations of 3D scanning and 3D printing
- The students will engage virtually with the following virtual museums:
 - ❖ The Louvre,
 - ❖ The British Museum
 - ❖ The Acropolis Museum of Athens,
 - ❖ The Google Art and Culture project that provides access to the Israel Museum in Jerusalem, the Uffizi, the Mathematisch Museum in Dresden, the Theatre des Champs-Elysees, The Metropolitan Museum of Art, The Art Institute of Chicago, The Indian Academy of Sciences, the Gemaldegalerie in Berlin
 - ❖ Google Street View for archaeological sites within their actual context

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A major component of the course is for student 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. This semester's online teaching will only help to enhance students' engagement with online virtual heritage and the significance of digital preservation and dissemination.

Additionally, I will be showcasing live in our class meeting, 3D digitization technologies and will also provide videos that demonstrate the process of 3D printing.

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 UF's writing rubric titled "argument and support."
<http://undergrad.aa.ufl.edu/media/undergradaaufledu/gen-ed/Sample-Writing-Assessment-Rubric.pdf>

WRITING COMPONENT

- 1000-word essay on ancient considerations of identity (October 30th)
- 1000-word essay on 3D digitization and 3D printing as active experiences of world heritage (December 2nd)

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.

The essays 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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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.

TENTATIVE WEEKLY SCHEDULE

Week	Topic Area
1	Race, Nation, Identity, Citizenship <ul style="list-style-type: none">• Liebkind et al., Defining Ethnic Identity. In International Encyclopedia of the Social and Behavioral Sciences, 2015• Dasgupta, Implicit Attitudes and Beliefs Adapt to Situations. In Advances in Experimental Social Psychology, 2013• Reynolds, Social Identity in Social Psychology. In International Encyclopedia of the Social and Behavioral Sciences, 2015
2	Biology of Race <ul style="list-style-type: none">• Hall, E. 1989. Inventing the Barbarian. Clarendon Press. (selections)• Diamond, Race without Color. In Discover magazine, November 1994 Issue• Gould, The Geometer of Race. In Discover magazine, November 1994 Issue• Shreeve, Terms of Estrangement. In Discover magazine, November 1994 Issue
3	Ancient Greek world: city-states, political and cultural divisions against the backdrop of a common "language" <ul style="list-style-type: none">• Aristotle, <i>Politics</i> (selections)• Thucydides, Funeral Oration• Vlassopoulos, K. 2015. Ethnicity and Greek History: reexamining our assumptions. Bulletin on the Institute of the Classical Studies 58.2:1-13.• Clackson, J. 2015. Language and Society in the Greek and Roman Worlds. Cambridge University Press.• Davies, J. 1978. Athenian Citizenship: The Descent Group and the Alternatives. The Classical Journal 73.2: 105-121

<p>4</p>	<p>Athenian Citizens and the Others</p> <ul style="list-style-type: none"> • Aeschylus, <i>Persians</i> • Boegehold, A.L.1994. Pericles’ citizenship law of 451/450 BC. In A.L. Boegehold and A.C. Scafuro (eds.) <i>Athenian Identity and Civic Ideology</i>, 34-41. Johns Hopkins University Press. • Connor, W.R. 1994. The Problem of Athenian Civic Identity. In A.L. Boegehold and A.C. Scafuro (eds.) <i>Athenian Identity and Civic Ideology</i>, 57-67. Johns Hopkins University Press.
<p>5</p>	<p>Athenian Citizens and Metics.</p> <ul style="list-style-type: none"> • Euripides, <i>Ion</i> • Whitehead, D. 1977. <i>The Ideology of the Athenian Metic</i>. Cambridge Philological Society. • Lape, S. 2010. <i>Race and Citizen Identity in the Classical Athenian Democracy</i>. Cambridge, 2010. • Kassimis, D. 2018. <i>The Perpetual Immigrant and the Limits of Athenian Democracy</i>. University of Chicago, 2018. • US Citizenship Law
<p>6</p>	<p>Athenian Women</p> <ul style="list-style-type: none"> • Euripides, <i>Medea</i> • Demosthenes, <i>Oration 57</i> • Cohn-Haft, L. 1995. Divorce in Classical Athens. <i>Journal of Hellenic Studies</i> 115:1-14. • Kapparis, K. 2003. <i>Women and Family in Athenian Law</i>. A Stoa Publication
<p>7</p>	<p>Roman Identity and the creation of the Romans: Who are the native citizens?</p> <ul style="list-style-type: none"> • Livy, <i>Ab Urbe Condita</i> (selections) • Sherwin-White, A. N. 1980. <i>The Roman Citizenship</i>. Oxford University Press. <p><u>Exam</u></p>
<p>8</p>	<p>Roman Empire and the annexation of the world</p> <ul style="list-style-type: none"> • Dionysius of Halicarnassus, <i>Roman Antiquities</i> (selections from Book 1)

	<ul style="list-style-type: none"> • Gardner, J. 2002. <i>Being a Roman Citizen</i>. Routledge, 2002. Ch. 1 The Disabilities of Roman Citizens
9	<p>Roman citizenship, cultural diversity, and a multilingual empire</p> <ul style="list-style-type: none"> • Claudius' edict on allowing Gauls to the Roman Senate • Lucian, <i>The Scythian</i> • Revell, L. 2013. Code-Switching and Identity in the Western Provinces. <i>Herom</i> 2.1: 121-139. • A. Wallace-Hadrill, A. 2008. <i>Rome's Cultural Revolution</i>. Cambridge University Press. Ch. 3 • Dench, E. 2004. <i>Romulus Asylum</i>. Oxford University Press. (selections) <p><u>Essay 1 Submission and Presentations</u></p>
10	<p>Considerations of foreignness</p> <ul style="list-style-type: none"> • Wallace-Hadrill, A. 2008. <i>Rome's Cultural Revolution</i>. Cambridge University Press. Ch. 1 and 2 • Adams, J. N. 2008. <i>Bilingualism and the Latin language</i>. Cambridge University Press. • Readings on bilinguals and bilingualism in modern societies
11	<p>Historical artifacts as expressions of life: considering ourselves through world heritage</p> <ul style="list-style-type: none"> • U. Eco, <i>The name of the Rose</i> • Danto, <i>The Past in the Present</i> • Jacks, <i>Restauratio and Reuse: The Afterlife of Roman Ruins</i> • Nieves, <i>Revaluing Places: Hidden Histories from the Margins</i>
12	<p>Creating our cultural heritage: lessons from the past</p> <ul style="list-style-type: none"> • Bergamasco, M. 2010. Beyond Virtual Museums: Experiencing Immersive Virtual Reality in Real Museums. <i>Journal of Cultural Heritage</i> 11.4: 452-458. • Kenderdine, S. 2018. The Era of Digital Replication. In P. Di Giuseppantonio Di Franco, F. Galeazzi, V. Vassallo (eds.). <i>Authenticity and Cultural Heritage in the Era of Digital Reproductions</i>. MacDonald Institute for Archaeological Research: xi-xii.

	<ul style="list-style-type: none"> Bozia, E. 2018. Ektypa and 3D Models of Ektypa: The Reality(ies) of a Digital Object. In P. Di Giuseppantonio Di Franco, F. Galeazzi, V. Vassallo (eds.). Authenticity and Cultural Heritage in the Era of Digital Reproductions. MacDonald Institute for Archaeological Research: 97-110.
13	<p>World Heritage</p> <ul style="list-style-type: none"> Meskeel, L. 2018. A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace. Oxford University Press. Vecco, M. 2010. A Definition of Cultural Heritage: From the Tangible to the Intangible. Journal of Cultural Heritage 11.3: 321-324. <p><u>Essay 2 Submission</u></p>
14	<p>3D scanning at the Harn Museum of Modern Art</p> <ul style="list-style-type: none"> Kurin, R. 2004. Safeguarding Intangible Cultural Heritage in the 2003 UNESCO Convention: A Critical Appraisal. Museum International 56.1-2: 66-77. Munjeri, D. 2004. Tangible and Intangible Heritage: From Difference to Convergence. Museum International 56.1-2: 12-20.
15	<p>Essay Presentations</p>

REQUIRED TEXTBOOKS AND SOFTWARE

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

EVALUATION OF GRADES

Assignments	Total Points
Attendance	10%
Class Assignments (CANVAS Discussions)	10%
Exam	20%
Essay 1 (1000 words)	25%
Class presentation	5%
Essay 2 (1000 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 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 join our class Zoom meeting on time and behave in a manner that is respectful to the instructor and to fellow students. Please, avoid the use of cell phones and other devices during class time.

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

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, 302 Tigert Hall, 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>