

SPECIAL TOPIC: MULTILINGUALISM & MULTICULTURALISM IN THE ANCIENT GRECO-ROMAN WORLD

Course Number: CLA 3930 (EB01)

Credit Hours: 3

Prerequisites:

[ENC 1101](#) or sophomore standing

Semester/Year: Spring 2025

Class location: Tuesdays and Thursdays CSE E 1220

Class meeting time(s): T 4th period/ R 4th-5th periods

Instructor: Eleni Bozia (bozia@ufl.edu)

Office location/Hours: Tuesday 3-5 pm in Dauer 134 and on Zoom (<https://ufl.zoom.us/j/9169332170>) or by appointment

Contact phone: (352) 273-3694

Course Website: <https://classics.ufl.edu/directory/eleni-bozia/>

COURSE DESCRIPTION

This course explores the dynamic linguistic and cultural diversity of the ancient Greco-Roman world, examining how language, identity, and cultural exchange shaped societies across the Mediterranean. Through the lenses of immigration, imperialism, colonialism, and cultural integration, students will analyze the coexistence of multiple languages and cultures within the vast Greco-Roman empires.

Key topics include:

- The role of language diversity in shaping communication, governance, and identity.
- The impact of colonial expansion and imperial policies on indigenous languages and cultures.
- Immigration and diaspora communities and their cultural and linguistic contributions.
- Interactions between dominant cultures and local traditions, with a focus on power dynamics.
- The long-term implications of these processes and their modern global intersections, such as cultural assimilation, linguistic imperialism, and the preservation of minority identities.

Students will engage with primary texts (e.g., inscriptions, literary works, historical records) and secondary scholarship, employing interdisciplinary approaches to understand the complexities of ancient multicultural societies and their relevance to our understanding of the modern world. By the end of the course, students will develop critical perspectives on the ways in which ancient challenges to cultural and linguistic diversity continue to resonate in contemporary global contexts.

TEXTBOOKS

No textbook is required for this course.

All material will be available through CANVAS, open-access publications, and digital content available through UF Libraries.

PREREQUISITE KNOWLEDGE AND SKILLS

[ENC 1101](#) or sophomore standing

PURPOSE OF THE COURSE

The purpose of this course is to provide students with a deeper understanding of the multilingual and multicultural dynamics of the ancient Greco-Roman world. By examining themes such as language diversity, cultural exchange, immigration, imperialism, and colonialism, the course highlights the complexities of identity and societal integration in antiquity. Students will explore how these historical phenomena shaped communication, governance, and cultural development, while drawing critical connections to modern global issues of diversity, displacement, and cultural dominance.

Through engagement with primary sources, interdisciplinary scholarship, and discussions on contemporary parallels, students will gain the tools to critically analyze the ancient world and its ongoing relevance. The course ultimately aims to foster intellectual curiosity about multicultural interactions and to provide a nuanced perspective on the enduring impacts of cultural and linguistic diversity.

COURSE GOALS AND OBJECTIVES

By the end of this course, students will be able to:

- Analyze the relationship between language, identity, and power in ancient societies.
- Evaluate the effects of imperialism and colonization on linguistic and cultural practices.
- Draw connections between ancient multiculturalism and modern global issues.
- Engage with interdisciplinary methodologies to assess historical evidence critically.
- Articulate insights on the diversity of the Greco-Roman world through written and oral analysis.

COURSE SCHEDULE AND ASSIGNMENTS

Daily preparation of the assigned material is required and necessary.

TENTATIVE WEEKLY SCHEDULE

Week	Topic Area	Readings	Assignments
1	<p>Introduction</p> <p>Visit to the Library</p> <p>Discussion on how to use all resources</p>	<p>David Foster Wallace: "This is Water." 2005 Commencement Address</p> <p>https://fs.blog/david-foster-wallace-this-is-water/</p> <p>Brain Test Conformity Waiting Room</p> <p>https://www.youtube.com/watch?v=X6kWyggR0L8</p>	<p>CANVAS Discussion on Research Approaches through the lens of the discussed material.</p> <p>Hands-on class work and CANVAS Discussion – find a research topic and write your search results</p>
2 – Linguistic Map of the ancient world	<p>Languages and Dialects</p> <p>Across-language communication in the ancient world</p>	<p>James Clackson, language and Society in the Greek and Roman Worlds. (chapter 1, 41-44)</p>	<p>Social media post/elevator pitch</p>
3-4 – Linguistic Map of the ancient world	<p>Archaic and Classical Greek</p> <ul style="list-style-type: none"> • Greek Dialects • Metics and other foreigners <p>Different forms of English</p> <p>Foreign nationals in the US</p> <p>Immigrants & identity</p> <ul style="list-style-type: none"> • Greeks and the East 	<p>James Clackson, language and Society in the Greek and Roman Worlds (p.44-54) (mandatory)</p> <p>Geoffrey Horrocks, Greek (p. 43-72) (selections)</p> <p>Dimitra Kasimis, The Perpetual Immigrant and the Limits of Athenian Democracy (ch.1)</p> <p>John McWhorter, Black English is not slang. It's a dialect with clear rules and structure. (New York Times)</p> <p>Caroline Tracey, Fighting for the right to come and go (The New Yorker)</p> <p>Edith Hall, Inventing the Barbarian (selections)</p> <p>Edward Said, Culture and Imperialism (introduction)</p>	<p>Primary Source Analysis</p>

<p>5 – Linguistic & Cultural Map of the ancient world</p>	<p>Hellenistic Greek and Jewish literature</p> <ul style="list-style-type: none"> • Superior and inferior people • Impact of the environment 	<p>James Clackson, language and Society in the Greek and Roman Worlds (p. 54-58)</p> <p>Geoffrey Horrocks, Greek (p.79-90) (recommended)</p> <p>Polemo’s Physiognomica</p> <p>Sean Adams, Greek Texts and Jewish Authors (ch. 9)</p> <p>S. Bond, Whitewashing ancient statues</p> <p>Race without Color</p> <p>T. Vermes, Look who is back (chapters 1 & 20)</p>	<p>Social media post/elevator pitch</p>
<p>6-7 – The Romans & the rest of the World</p>	<p>The Latin language</p> <p>Other languages in contact with Latin</p> <p>Roman imperialism and the conquest of the East</p>	<p>James Clackson, language and Society in the Greek and Roman Worlds (p. 63-87)</p> <p>Chinua Achebe, Home and Exile</p> <p>McWorter, Little Russian (The New Yorker)</p>	<p>Social media post/elevator pitch</p>
<p>8-10 – The Romans & the rest of the World</p>	<p>Latin and Greek</p> <p>Romans, Greeks, and others</p> <p>Bilingualism, biculturalism, and identity building</p>	<p>Simon Goldhill, Being Greek Under Rome (ch. 1)</p> <p>Casper C. de Jonge, Greek Migrant Literature in the Early Roman Empire</p> <p>Jhumpa Lahiri, In Other Words (selections)</p> <p>Ágota Kristóf, The Illiterate (selections)</p> <p>Baki Antonella, Skifi, Sanja, The relationship between bilingualism and identity</p>	<p>Secondary source analysis</p>
<p>11- The Romans & the rest of the World</p>	<p>Translingualism</p> <p>Bozia, Mullen, Translingualism in the ancient world</p>	<p>Bozia, Mullen, Translingualism in the Ancient World</p> <p>Steven Kellman, The Translingual Imagination (ch. 1-2)</p> <p>Code-switching among heritage Spanish speakers</p>	<p>CANVAS Discussion</p>

		Salman Rushdie, Imaginary Homelands (Commonwealth literature does not exist)	
12 – Case studies of bi-trilinguals	Lucian the (As)Syrian	Simon Swain, Hellenism and Empire (Lucian) Andrade, Syrian Identity in the Roman World Bozia, Politics of Language (selection)	Explore Conversation US & Start working on your piece Find a modern author who fits Lucian’s parameters
13 – Case studies of bi-trilinguals	Apuleius the African	Silvia Mattiacci, Apuleius and Africitas Ngũgĩ Wa Thiong’o, Decolonizing the Mind (selections)	Write a piece for Conversation US
14 – Front facing our research and its relevance	Why are these topics of perennial interest: Get your message across	Jhumpa Lahiri, Translation Myself and Others (ch. 9 Lingua/Language)	Work on your podcast
15 Conclusions	Ancient and Modern Multilingualism and multiculturalism	Final reflections Further recommendations: Percival Everett, James Kazuo Ishiguro, The Remains of the Day (selection) Kazuo Ishiguro, My Twentieth Century Evening and Other Small Breakthroughs	Finalize your podcast

EVALUATION OF GRADES

Assignments	Total Points
Attendance	5%
In-class CANVAS Discussions	5%

Primary Source Analysis (300-500 words)	10%
Secondary Source Analysis (300-500 words)	10%
Social Media postings/elevator pitches to promote your research	10%
Conversation US-type Piece (750 words)	30%
Podcast-Group Work	30%

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

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

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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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, <https://disability.ufl.edu/>) 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 someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call [352-273-4450](tel:352-273-4450).

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code](#) webpage for more information.

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).