

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

Course Number: CLA 3930 (EB01)

Prerequisites:

Credit Hours: 3

[ENC 1101](#) or sophomore standing

Semester/Year: Spring 2025

Class location: Tuesdays CSE E221 and Thursdays AND 0134

Class meeting time(s): T 7th period/ R 7th-8th periods

Instructor: Eleni Bozia (bozia@ufl.edu)

Office location/Hours: Tuesday 11:45 am-1:40 pm in Dauer 134 and on Zoom or by appointment

Contact phone: (352) 273-3694

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

COURSE DESCRIPTION

This course introduces students to the linguistic and cultural landscape of the ancient Greco-Roman world, with particular attention to how different languages and cultural traditions interacted across the Mediterranean. Students will examine how Greek, Latin, and regional languages were used in various settings and how cultural practices developed through contact among diverse communities.

Key areas of study include:

- The variety of languages present in the Greco-Roman world and their use in communication and administration.
- How Greek and Roman cultural practices were adopted, adapted, or maintained in different regions.
- The movement of peoples within the Mediterranean and the resulting linguistic and cultural exchanges.
- How local traditions and broader cultural trends coexisted and influenced one another.
- The long-term patterns of cultural and linguistic interaction in antiquity and their relevance for understanding historical change.

Students will work with primary sources—including inscriptions, literary texts, and historical documents—and engage with modern scholarship. By the end of the course, students will have developed a clear understanding of how languages and cultural practices functioned and evolved within the complex societies of the ancient Mediterranean.

TEXTBOOKS

No textbook is required for this course.

All material will be available through CANVAS, open-access publications, and digital content available through the 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 linguistic and cultural dynamics of the ancient Greco-Roman world. By examining themes such as language diversity, cultural exchange, and regional variation, the course highlights the ways in which different communities interacted across the Mediterranean. Students will explore how these processes shaped communication, administration, and cultural development throughout antiquity.

Through close study of primary sources and engagement with interdisciplinary scholarship, students will learn to analyze how languages and cultural practices evolved through contact among diverse populations. Although the focus remains firmly on the ancient world, the course also encourages students to consider how long-standing cultural and linguistic interactions can inform broader discussions about historical change.

The overarching goal is to foster intellectual curiosity about cross-cultural connections and to develop a nuanced understanding of the complex societies that characterized the Greco-Roman Mediterranean.

COURSE GOALS AND OBJECTIVES

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

- Examine how language functioned within the social and administrative structures of ancient communities.
- Describe how large-scale political and cultural developments influenced linguistic practices across the Greco-Roman world.
- Compare interactions among ancient Mediterranean cultures and discuss their long-term historical significance.
- Apply interdisciplinary methods to evaluate and interpret literary, historical, and epigraphic evidence.
- Communicate well-supported analyses of linguistic and cultural diversity in the ancient world through written and oral work.

COURSE SCHEDULE AND ASSIGNMENTS

Daily preparation of the assigned material is required and necessary.

TENTATIVE WEEKLY SCHEDULE

Week	Topic Area	Readings	Assignments
1	Introduction Visit to the Library Discussion on how to use all resources	David Foster Wallace: "This is Water." 2005 Commencement Address https://www.youtube.com/watch?v=X6kWygqR0L8 Brain Test Conformity Waiting Room	CANVAS Discussion on Research Approaches through the lens of the discussed material. Hands-on class work and CANVAS Discussion – find a research topic and write your search results
2 – Linguistic Map of the ancient world	Languages and Dialects Across-language communication in the ancient world	James Clackson, language and Society in the Greek and Roman Worlds. (chapter 1, 41-44)	Social media post/elevator pitch
3-4 – Linguistic Map of the ancient world	Archaic and Classical Greek • Greek Dialects Different forms of English • English Dialects Greeks and the East	James Clackson, language and Society in the Greek and Roman Worlds (p.44-54) (mandatory) Geoffrey Horrocks, Greek (p. 43-72) (selections) Black English Matters (JSTOR) Selections from the following works: Aeschylus, Persians Arrian, Anabasis Euripides, Trojan Women	Canvas Discussion & Primary source analysis (250 words)

		<p>Herodotus, Histories (On the Persians)</p> <p>Xenophon, Cyropaedia</p> <p>Goldhill, Battle Narrative and Politics in Aeschylus' Persae</p> <p>Redfield, Herodotus the Tourist</p> <p>Suzanne Said, Greeks and Barbarians in Euripides' Tragedies: The End of Differences?</p> <p>Edward Said, Culture and Imperialism (introduction)</p> <p>John McWhorter, Black English is not slang. It's a dialect with clear rules and structure. (New York Times)</p> <p>Louisiana Poetry</p> <p>Teddy Roosevelt's Bold (But Doomed) Battle to Change American Spelling</p>	
5 – Linguistic & Cultural Map of the ancient world	<p>Hellenistic Greek</p> <p>Jewish literature</p> <p>Environmental anthropology</p>	<p>James Clackson, language and Society in the Greek and Roman Worlds (p. 54-58)</p> <p>Geoffrey Horrocks, Greek (p.79-90)</p> <p>Lucian, <i>Trial of Consonants</i></p> <p>Polemo's Physiognomica</p> <p>Hippocrates, On Air, Water, and Places</p> <p>Sean Adams, Greek Texts and Jewish Authors (ch. 9)</p>	Social media post/elevator pitch
6-7 – The Romans & the rest of the World	<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>Frédérique Biville, The Graeco-Roman and Graeco-Latin: A Terminological Framework for Cases of Bilingualism</p>	Social media post/elevator pitch & secondary source analysis

		<p>Simon Swain, Bilingualism in Cicero? The Evidence of Code-Switching</p> <p>Cicero, Letter to Atticus, Letter 16 (1.16)</p> <p>Quintilian, <i>The Orator's Education</i> 1.1.12</p> <p>-----</p> <p>Penelope Fewster, Bilingualism in Roman Egypt</p> <p>Claude Brixhe, <i>Interactions between Greek and Phrygian under the Roman Empire.</i></p> <p>Juvenal, <i>Satire 3</i></p> <p>-----</p> <p>Bozia, Greekness, Romanness, and Otherness</p> <p>Lucian, <i>Apology and the Solecist</i></p> <p>Phrynicus, <i>lexicon</i></p> <p>Moeris, <i>lexicon</i></p> <p>-----</p> <p>Chinua Achebe, <i>Home and Exile</i></p> <p>McWorter, <i>Little Russian (The New Yorker)</i></p>	
8-9 – The Romans & the rest of the World	<p>Latin and Greek</p> <p>Romans, Greeks, and others</p> <p>Bilingualism, biculturalism, and identity building</p>	<p>Simon Goldhill, <i>Being Greek Under Rome</i> (ch. 1)</p> <p>Casper C. de Jonge, <i>Greek Migrant Literature in the Early Roman Empire</i></p> <p>Jhumpa Lahiri, <i>In Other Words</i> (selections)</p> <p>Lucian, <i>Lexiphanes and Zeuxis</i></p> <p>Pausanias, <i>Periegesis</i> (selections)</p> <p>Favorinus, <i>Oration 37</i></p> <p>Ágota Kristóf, <i>The Illiterate</i> (selections)</p>	Canvas Discussion

		Baki Antonella, Skifi, Sanja, The relationship between bilingualism and identity	
10- The Romans & the rest of the World	Translingualism	Bozia, Mullen, Translingualism in the Ancient World Steven Kellman, The Translingual Imagination (ch. 1-2) Code-switching among heritage Spanish speakers Salman Rushdie, Imaginary Homelands (Commonwealth literature does not exist)	Conversation US
11 – 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)	Conversation US
12 – Case studies of bi-trilinguals	Apuleius the African	Silvia Mattiacci, Apuleius and Africitas	Work on your podcast
13 – 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
14 Conclusions	Ancient and Modern Multilingualism and multiculturalism	Final reflections	Finalize your podcast

EVALUATION OF GRADES

Assignments	Total Points
Attendance	5%
CANVAS Discussions	10%
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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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.

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](#).