

GRW 6930 SPECIAL TOPIC: TRANSLINGUALISM & TRANSCULTURALISM IN THE ROMAN EMPIRE

Course Number: GRW 6930
(EB01/EB2)

Credit Hours: 3

Prerequisites:

Graduate status in Classics

Semester/Year: Fall 2025

Class location: TUR B310 & online
<https://ufl.zoom.us/j/9169332170>

Class meeting time(s): W 8-10 periods (3-6 pm)

Instructor: Eleni Bozia (bozia@ufl.edu)

Office location/Hours: Thursday 12:50-2:45 pm in Dauer 134
and on Zoom (<https://ufl.zoom.us/j/9169332170>) or by
appointment

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COURSE DESCRIPTION

This course explores the dynamic linguistic and cultural diversity of the Roman Empire, 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 world.

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.
- 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 and secondary scholarship, employing interdisciplinary approaches to understand the complexities of ancient transcultural societies and their relevance to our understanding of the modern world. By the end of the course, in addition to developing their language skills, 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. See below for details.

PREREQUISITE KNOWLEDGE AND SKILLS

Graduate status in Classics or graduate level Ancient Greek competency with departmental and instructor permission.

PURPOSE OF THE COURSE

The purpose of this course is to provide students with a deeper understanding of the translingual and transcultural dynamics of the Imperial 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 identity, diversity, 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 translingual and transcultural 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 transculturalism and modern global issues.
- Engage with interdisciplinary methodologies to assess historical evidence critically.
- Articulate both orally and in written form insights on the linguistic and cultural 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	Texts	Readings	Assignments
1 – Linguistic Map of the Greek world-languages and dialects	Secondary Readings-student selection of primary	James Clackson, language and Society in the Greek and Roman Worlds. (chapters 1 & 2) Geoffrey Horrocks, Greek (p. 43-90) Konstan, D. (2001), ‘To Hellēnikon ethnos: Ethnicity and the Construction of Ancient Greek Identity’, in I. Malkin (ed), <i>Ancient Perceptions of Greek Ethnicity</i> , 29-50, Cambridge, MA and London: Harvard University Press.	Pick any ancient Greek text and discuss its dialect in terms of linguistic and social context. (500 words)
2 – The Romans & the rest of the World- The Latin language Other languages in contact with Latin Roman imperialism and the conquest of the East	Cicero, <i>Letter to Atticus</i> , Letter 16 (1.16.1-5) Quintilian, <i>The Orator’s Education</i> 1.1.1-17	James Clackson, language and Society in the Greek and Roman Worlds (p. 63-87) J.N. Adams, the Regional Diversification of Latin (p. 1-36) Mullen, A. (2015), ‘‘In Both our Languages’’: Greek-Latin Code-Switching in Roman Literature’, <i>Language and Literature</i> , 24 (3): 231-32. Frédérique Biville, The Graeco-Roman and Graeco-Latin: A Terminological Framework for Cases of Bilingualism Simon Swain, Bilingualism in Cicero? The Evidence of Code-Switching Penelope Fewster, Bilingualism in Roman Egypt Claude Brixhe, Interactions between Greek and Phrygian under the Roman Empire. Biville, F. (2018), ‘Multilingualism in the Roman World’, <i>Oxford Handbooks Online</i> .	Pick a topic and title to write a 250-word conference abstract to bring forward modern connections between classical and contemporary language variability. John McWhorter, Black English is not slang. It’s a dialect with clear rules and structure. (New York Times) A Linguistic and Cultural Comparison of Haitian Creole and Louisiana Creole What is Louisiana Creole?

3 –Cultural Map of the Roman world	Dionysius of Halicarnassus 1.1-6; 9-11;21;31;72-90 Livy, <i>Ab Urbe Condita</i> 1.1-12	Dench, Romulus Asylum Hall, Inventing the Barbarian Edwards, C. (2003), ‘Incorporating the Alien: The Art of Conquest’, in C. Edwards and G. Woolf (eds), <i>Rome the Cosmopolis</i> , 44-70, Cambridge: Cambridge University Press.	Bring to class another classical work to discuss identity and otherness.
4-6 – The cultural fabric of the Roman Empire-, transculturalism, and identity building	Lucian, <i>Toxaris, Anacharsis, Scythia</i> Juvenal, <i>Satire</i> 3 Tacitus, <i>Annals</i> 11.24	Simon Goldhill, Being Greek Under Rome (ch. 1) Casper C. de Jonge, Greek Migrant Literature in the Early Roman Empire Bozia, Lucian and his Roman Voices (selections) Whitmarsh, Politics of Imitation (selection) Konstan, D. (2010), ‘Anacharsis the Roman, or Reality vs. Play’, in F. Mestre and P. Gomez (eds), <i>Lucian of Samosata. Greek Writer and Roman Citizen</i> , 183-9, Barcelona: Publicacions i edicions de la Universitat de Barcelona. Gallia, A. (2016), “‘Some of my Best Friends ...’” Reading Prejudice in Juvenal’s Third Satire’, <i>Classical Journal</i> , 111 (3): 319–46. Gellérfi, G. (2019), ‘Xenophobic Utterances in Juvenal’s Satires’, <i>Graeco-Latina Brunensia</i> , 24 (1): 81–91. Griffin, M.T. (1982), ‘The Lyons Tablet and Tacitean Hindsight’, <i>Classical Quarterly</i> , 32 (2): 404-18.	Podcast/Conversation US piece
7-8 The linguistic fabric of the Roman Empire-translingualism	Lucian, <i>Mistake in Greeting, Zeuxis</i> Apuleius, <i>Apology and Florida</i> (selections)	Bozia, Mullen, Translingualism in the Ancient World Steven Kellman, The Translingual Imagination (ch. 1-2) Silvia Mattiacci, Apuleius and Africitas	Begin work on your research paper-topic selection and a 500-word abstract with bibliography (week 7) & 1,000 words (week 8)

		<p>Swain, Bilingualism and Biculturalism in Antonine Rome. Apuleius, Fronto, and Gellius, in: L. Holford-Strevens – A. Vardi (eds.), <i>The Worlds of Aulus Gellius</i> (Oxford 2004) 3–40.</p> <p>Goldhill, S. (2010), ‘What Is Local Identity? The Politics of Cultural Mapping’, in T. Whitmarsh (ed), <i>Local Identities and Microidentities in the Imperial Greek World</i>, 46-68, Cambridge: Cambridge University Press.</p> <p>Whitmarsh, T. (2001b), ‘“Greece is the World”: Exile and Identity in the Second Sophistic’, in S. Goldhill (ed), <i>Being Greek under Rome</i>, 269-305, Cambridge: Cambridge University Press.</p> <p>Ngũgĩ Wa Thiong’o, <i>Decolonizing the Mind</i> (selections)</p> <p>Code-switching among heritage Spanish speakers</p> <p>Salman Rushdie, <i>Imaginary Homelands</i> (Commonwealth literature does not exist)</p> <p>Ngũgĩ Wa Thiong’o, <i>Decolonizing the Mind</i> (selections)</p>	
9-10 – Identity and Belonging	<p>Dio, <i>Oration 37</i></p> <p>Lucian, <i>Zeuxis</i></p>	<p>Simon Swain, <i>Hellenism and Empire</i> (Lucian)</p> <p>Bozia, <i>Politics of Language</i> (selection)</p> <p>Beall, S. M. (2001), ‘“Homo Fandi Dulcissimus”: The Role of Favorinus in the ‘Attic Nights’ of Aulus Gellius’, <i>AJPh</i>, 1: 87-106.</p> <p>Gleason, M.W. (1995), <i>Making Men</i>, Princeton: Princeton University Press. (selections)</p> <p>Woolf, G. (1994), ‘Becoming Roman, Staying Greek: Culture, Identity and the Civilizing Progress in the Roman East’, <i>Proceedings of the Cambridge Philological Society</i>, 40: 116-43.</p> <p>Bilingualism and Identity</p>	5,000-word Research Paper Draft

		<p>Kristoff, <i>The Illiterate</i> (selections)</p> <p>Lahiri, <i>In other Words</i> (selections)</p> <p>Achebe, <i>Home and Exile</i> (selections)</p>	
11-12 – Correctness in Comparison	<p>Lucian, <i>Consonants at Law</i></p> <p>Moeris, Phrynichus (selections)</p>	<p>Mestre – E. Vintró, Lucien ne sait pas dire bonjour, in: F. Mestre – P. Gomez (eds.), <i>Lucian of Samosata. Greek Writer and Roman Citizen</i> (Barcelona 2010) 203–215.</p> <p>Pagani, Language Correctness (Hellenismos) and Its Criteria, in: F. Montanari – S. Matthaios – A. Rengakos (eds.), <i>Brill’s Companion to Ancient Greek Scholarship</i> (Leiden – Boston 2015) 798–849.</p> <p>Kim, L. (2014), ‘The Literary Heritage as Language: Atticism and the Second Sophistic’, in E. J. Bakker (ed), <i>A Companion to the Ancient Greek Language</i>, 468-82, Cambridge: Cambridge University Press.</p> <p>Jones, C. P. (2004), ‘Multiple identities in the age of the Second Sophistic’, in B. E. Borg (ed), <i>Paideia: The World of the Second Sophistic</i>, 13-21, De Gruyter: Berlin and New York.</p> <p>Teddy Roosevelt’s Bold but Doomed Battle to Change American Spelling</p> <p>Little Russian</p>	Research Paper – 1 st submission
13 – Front facing our research and its relevance		Why are these topics of perennial interest: Get your message across	Research Paper – 2 nd submission
14 – Closing session		Course Conference	Research paper Final submission and Presentations

EVALUATION OF GRADES

Assignments	Total Percentages
Attendance	5%
Participation in in-class activities (presentation of at-home work)	5%
Dialect Piece (500 words)	10%
Conference Abstract (250 words)	10%
Conversation US-type Piece/Podcast	30%
Research Paper	40%

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

All grades from .5 upward are rounded up to the nearest highest point.

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.

MAKE-UP POLICY

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.

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 which 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. 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 who experience learning barriers and would like to request academic accommodations should connect with the disability resource center. see “get started with the drc” disability resource center webpage (<https://disability.ufl.edu/get-started/>). it is important for students to share their accommodation letter with their instructor and discuss their access needs, 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; or [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

To support consistent and accessible communication of university-wide student resources, this is the link to academic policies and campus resources: <https://go.ufl.edu/syllabuspolicies>