

Ancient Race, Modern Racism

Writing 101

W/F 8:30-9:45

Branson Hall 202

Instructor: Professor Alex Karsten (alexander.karsten@duke.edu)

Office Hours: Page 208, or on [Zoom](#)

TH 3:30-4:30pm; F 10-11am

and by appointment

Required Text: Kennedy, Roy, Goldman, *Race and Ethnicity in the Classical World* (elsewhere referred to as *KRG*) ISBN: 978-1603849944

Recommended Text: McCoskey, *Race: Antiquity & Its Legacy* ISBN: 978-1350125001

All other texts will be available on the class Box page in “Readings.”

The Course

How did the ancient Greeks and Romans talk about race? How have the way that we think about these ancient societies affect the way we think about our own?

Our work as writers will be rooted in our work as readers. By reading our sources on their own terms, we will be able to better understand the arguments that they are making and our own responses to them. We will find that how the ancients talked about their own identities and the identities of people they considered “others” was distinctly different from our own. This difference may reaffirm or challenge our ideas, but in either case it will help us look at our own thinking through new eyes. As we respond to our readings, we will practice writing as a means of actively forming ideas—not just showing off ideas we’ve already had.

We will also enter into conversation with the fast-growing body of contemporary writing that considers the role that the study of the “classical world” has played in the formation of modern, Western ideas of race. As we will see, writing is one of our best tools for both forming our ideas and sharing them with the broader community.

Course Objectives

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

- **Engage with the work of others** by reading sources carefully in order to analyze and contextualize their argument (every source is making an argument, and every source is responding to another)
- **Articulate a position** in your own writing
- **Situate writing for specific audiences** and optimize it for its rhetorical context (different situations call for different types of writing)
- **Transfer writing knowledge into situations beyond Writing 101**

Course Practices:

- **Researching.** Research is often ongoing and recursive, rather than a discrete, initial step of the writing process. Our research will include close reading of texts and material objects; analysis of scholarly writing; engagement with popular sources
- **Workshopping.** Academic writers re-read their own writing and share work-in-progress with colleagues in order to reconsider their arguments. You learn how to become a critical reader of your own prose through responding to others in classroom workshops, seminar discussions, or conferences.
- **Revising.** You are asked to rethink your work-in-progress in ways that go beyond simply fixing errors or polishing sentences in order to extend, refine, and reshape what you have to say and how you say it.
- **Editing.** As a final step in preparing documents for specific audiences, you learn how to edit and proofread.

Course Responsibilities:

Participation:

Every student is expected to participate actively in class, but there are many different modes of active participation. Students can speak up in discussion, take careful notes, engage in one-on-one discussions in office hours or otherwise outside of class, send in questions and thoughts via email, or any other number of ways that show engagement with the course. While different modes of participation will suit different students, everyone will be expected to participate in check-ins and check-outs at the beginning and end of class. These will count toward your participation grade, so punctual and complete attendance is necessary.

Attendance:

As this course is structured as a workshop seminar, your attendance and participation are crucial to both you and your classmates. Anyone not coming to class is not taking the same course as everyone else.

You will be **granted a maximum of two unexcused absences** for the course. Each further absence will result in the lowering of your final course grade by a full letter grade for each absence. **Upon your third absence, I will contact your Dean.**

Absences from class and missed work are accommodated (excused) in five circumstances: 1) significant illness, 2) personal instances of distress or emergency, 3) religious observance, 4) varsity athletic participation and 5) required court or legal appearances. Detailed information about these policies and notification procedures can be found at

<https://trinity.duke.edu/undergraduate/academic-policies/class-attendance-and-missed-work>.

Attendance Policy Related to COVID Symptoms, Exposure, or Infection.

Student health, safety, and well-being are the university's top priorities. To help ensure your well-being and the well-being of those around you, please do not come to class if you have symptoms related to COVID-19, have had a known exposure to COVID-19, or have tested positive for COVID-19. If any of these situations apply to you, you must follow university guidance related to the ongoing COVID-19 pandemic and current health and safety protocols. If

you are experiencing any COVID-19 symptoms, contact student health. 919-681-9355. To keep the university community as safe and healthy as possible, you will be expected to follow these guidelines. Please reach out to me and your academic dean as soon as possible if you need to quarantine or isolate so that we can discuss arrangements for your continued participation in class.

Note on Late & Make-up Work: Should an issue arise, you should contact me ASAP. **Without a granted extension, late work will not be accepted.** Assignments are due by the deadline (both day and time) listed on the assignment sheet or Sakai, whether or not you attend class that day. An absence does not give you an automatic extension or excuse you from work due that day. **You can petition for an extension up to 48 hours before a deadline;** this does not mean that your request for an extension will be granted, however. Exercise diligent and proactive time management.

Computer Problems are inevitable; but with careful archiving of your work (preferably on your computer, on Google Drive or OneDrive, or on your USB drive), you can avoid losing important documents. Computer problems will not serve as an excuse for an incomplete or missing assignment; **you should always have a back-up.**

Grades

The grading scale will be: A, Excellent (90-100); B, Good (80-89); C, Satisfactory (70-79); D, Passing with no quality (60-69); and F, Unsatisfactory (below 60). Pluses and minuses will constitute the upper and lower two points of each category, except for A+ (e.g. B+ = 88-89, C- = 70-71). The policy on grades, incompletes, withdrawals etc. will be in strict accordance with official university policy.

Assessment

Major Assignments: 50%

Minor Assignments: 30%

Participation: 20%

Major Assignments (50%):

You will receive detailed assignment sheets before each assignment. The descriptions below are intended as previews and subject to change at the professor's discretion.

Paper One: Close Reading & Response

Pick a passage or passages from KRG. For this paper, you will not conduct outside research. Instead, you will conduct your own analysis of the text and response to its argument. Don't treat the text like an exhibit in a museum because it is old. Engage with it as if it were written yesterday.

Paper Two: Research Paper

This paper is your opportunity to make an argument that is supported by evidence. Your topic is up to you, but it should be a contribution to an already existing scholarly conversation on a topic relevant to the class. In order to do this, you will be conducting research beyond the class readings.

“Paper” Three: Public Scholarship

It’s sad but true—very few people outside of academic audiences read scholarship. For this “paper,” use a non-scholarly medium to share the ideas that you’ve formed in this class with a wider audience. The medium you use is up to you (blog post, tiktok, podcast, painting, whatever else). Part of the assignment will be a justification of why you chose the medium you did (the “pitch”). As for the topic, you don’t have to reinvent the wheel: it can be an adaptation of a previous paper with the new audience and form in mind. An important aspect of the assignment will be discussing the choices you made and why.

Minor Assignments (30%):

The best way to become a better writer is to write. In this course, we will practice a variety of different forms of writing in low-stakes minor assignments. These will include a variety of in-class writing exercises as well as brief take-home assignments. You will receive a description before each minor assignment with all relevant details.

Participation (20%):

Engagement in the Class:

Students are expected to be active participants in the individual and group activities that make up class on a daily basis. Active participation involves: coming to class prepared, with annotated reading materials and assignments; engaging in discussion (this includes remaining attentive if you do not feel comfortable speaking); remaining focused and productive during workshop periods; taking notes; asking relevant questions in-person or via email; sharing sources; visiting the Writing Studio; and attending office hours.

Check-in and Check-out:

Classes will begin with a check-in and end with a check-out. These are open book, short answer questions graded only for completion. Any check-ins and check-outs missed for unexcused absences cannot be made up.

Course Resources:

Course Librarian: Our course librarian is Greta Boers (greta.boers@duke.edu). Your librarian has partnered with me to familiarize you with Duke’s library system and to assist you with formulating and pursuing your research project(s). Greta will lead us in large-group workshops and is available for individual consultations.

The Writing Studio: The Writing Studio is a great resource for you as a student in Writing 101 and beyond. It is a space for you as a writer to practice your craft as well as hone your eye as a critical reader of your own and others’ texts. Staffed by trained consultants, the Writing Studio can assist you at all stages of the writing process. You can familiarize yourself with all aspects of the Writing Studio (including their different locations) by visiting their website at <http://twp.duke.edu/writing-studio>. Be sure to check out their website’s helpful handouts and resources as you prewrite, draft, revise, and edit your work. You can also schedule an appointment with a tutor online or make an appointment for an E-Tutoring session by visiting <http://twp.duke.edu/writing->

[studio/appointments](#). Remember: it is always helpful to bring the assignment sheet (and syllabus) for the paper you are working on to the tutoring session.

Accessibility and Accommodation: I will strive to make my classroom welcome to all types of learners. If you think that you may need additional resources, I encourage you to contact the Student Disabilities Access Office (SDAO) by email at disabilities@as.duke.edu or by phone at 919.668.1267 to discuss the resources that they have to offer. If you believe you may need accommodations in the class, I urge you to contact SDAO as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

Student Well-Being: Your well-being is of the utmost importance. The university offers resources to support students in managing daily stress and self-care. Duke offers several resources for students to seek assistance on coursework and to nurture daily habits that support overall well-being.

DuWell: (919) 681-8421, provides Moments of Mindfulness (stress management and resilience building) and Koru (meditation) programming to assist students in developing a daily emotional well-being practice. To see schedules for programs please see <https://studentaffairs.duke.edu/duwell>. All are welcome and no experience necessary. duwell@studentaffairs.duke.edu.

Mental Health:

If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to help you through difficult times. Duke encourages all students to access these resources.

DukeReach: Provides comprehensive outreach services to identify and support students in managing all aspects of well-being. If you have concerns about a student's behavior or health visit the website for resources and assistance. <http://studentaffairs.duke.edu/dukereach>

Counseling and Psychological Services (CAPS): CAPS services include individual, group, and couples counseling services, health coaching, psychiatric services, and workshops and discussions. CAPS also provides referral to off-campus resources for specialized care. (919) 660-1000. <https://studentaffairs.duke.edu/caps>

Blue Devils Care. A convenient, confidential, and free way for Duke students to receive 24/7 mental health support through TalkNow and scheduled counseling. bluedevilscare.duke.edu

Two-Click Support. Duke Student Government and DukeReach partnership that connects students to help in just two clicks. <https://bit.ly/TwoClickSupport>

Academic Resource Center (the ARC)

The ARC offers services to support students academically during their undergraduate careers at Duke. The ARC can provide support with time management, academic skills and strategies, unique learning styles, peer tutoring, learning consultations, learning

communities, and more. ARC services are available free to any Duke undergraduate student, in any year, studying in any discipline. (919) 684-5917, theARC@duke.edu, or arc.duke.edu

Student Affairs Identity and Cultural Centers: Duke Student Affairs offers a variety of support and advocacy resources for students on campus including [Center for Multicultural Affairs](#), [Center for Muslim Life](#), [Center for Sexual and Gender Diversity](#), [International House](#), [Jewish Life at Duke](#), [Mary Lou Williams Center for Black Culture](#), and the [Women's Center](#). I encourage you to connect with these resources for support from peers or professional staff, or to identify community-specific programming that you can get involved with during your time at Duke.

Deliberations: A Journal of First-Year Writing at Duke University. *Deliberations* is published annually, in the fall semester. The Thompson Writing Program invites submissions of student writing, of any type or length, from any Writing 101 course. For submission guidelines, visit: <http://twp.duke.edu/deliberations/submission-information>

Schedule

[Readings](#) and [Assignments](#) listed **must be completed and submitted before class time next to the date that they are due.**

This schedule should be considered tentative rather than written in stone. Any changes will be promptly communicated.

Week 1

Jan 7: Introduction to Course

Week 2

Jan 12: Reading as a Writer; *Minor Assignment Due*

Jan 14: [On Airs, Waters, and Places](#); *Minor Assignment Due*

Week 3

Jan 19: [Environmental \(Ch. 3\) & Genetic \(Ch. 4\) \(KRG\)](#); *Minor Assignment Due*

Jan 21: [Cultural \(Ch. 5\) & Chapter of Choice \(KRG\)](#); *Proposal Due at 5pm*

Week 4

Jan 26: Revision; *Draft 1 Due at 5pm*

Jan 28: In-Class Revision Workshop; *Minor Assignment Due*

Week 5

Feb 2: [MacKenzie, From Athens to Berlin](#); *Minor Assignment Due*

Feb 4: Paper 1 Presentations and Process Reflection *Final Draft of Paper 1 Due at 5pm*

Week 6

Feb 9: Approaching Research

Feb 11: Library Visit (Lilly Library Room 103); *Minor Assignment Due*

Week 7

Feb 16: [Dee, Black Odysseus, White Caesar](#); *Minor Assignment Due*

Feb 18: Paper 2 Proposal Day *Proposal and Annotated Bibliography Due Friday at 5pm*

Week 8

Feb 23: [Talbot, The Myth of Whiteness in Classical Sculpture](#); *Minor Assignment Due*

Feb 25: [Derbew, An Investigation of Black Figures in Classical Greek Art](#); *Minor Assignment Due*

Week 9

Mar 2: [Gruen, Did Romans Have an Ethnic Identity?](#); *Minor Assignment Due*

Mar 4: Principles of Concision & Clarity *Paper 2 Draft Due Friday at 5pm*

Enjoy your Spring Break!

Week 10

Mar 16: Paper 2 Workshops

Mar 18: Paper 2 Workshops *Workshop Reports Due Friday at 5pm*

Week 11

Mar 23: [Promoting Beautiful Federal Civic Architecture](#)

Mar 25: Paper 2 Presentations and Process Reflections *Paper 2 Final Draft Due at 5pm*

Week 12

Mar 30: Library Visit (Lilly Library Room 103)

Apr 1: "Paper" 3 Pitch Day *"Paper" 3 Pitch Due before Class*

Week 13

Apr 6: [Black Athena Controversy Readings](#); *Minor Assignment Due*

Apr 8: [SCS 2019 Reaction Readings](#); *Minor Assignment Due*

Week 14

Apr 13: "Paper" 3 In-Class Revision Workshop; *"Paper" 3 "Draft" Due before Class*

Apr 15: [Appiah, There is No Such Thing as Western Civilization](#); *Minor Assignment Due*

Week 15

April 20: "Paper" 3 Party *"Paper" 3 Due before Class*