

RACE, IDENTITY, AND THE ANCIENT WORLD HSTAM/CLAS 231

COURSE WEBSITE: <https://canvas.uw.edu/courses/1270625>

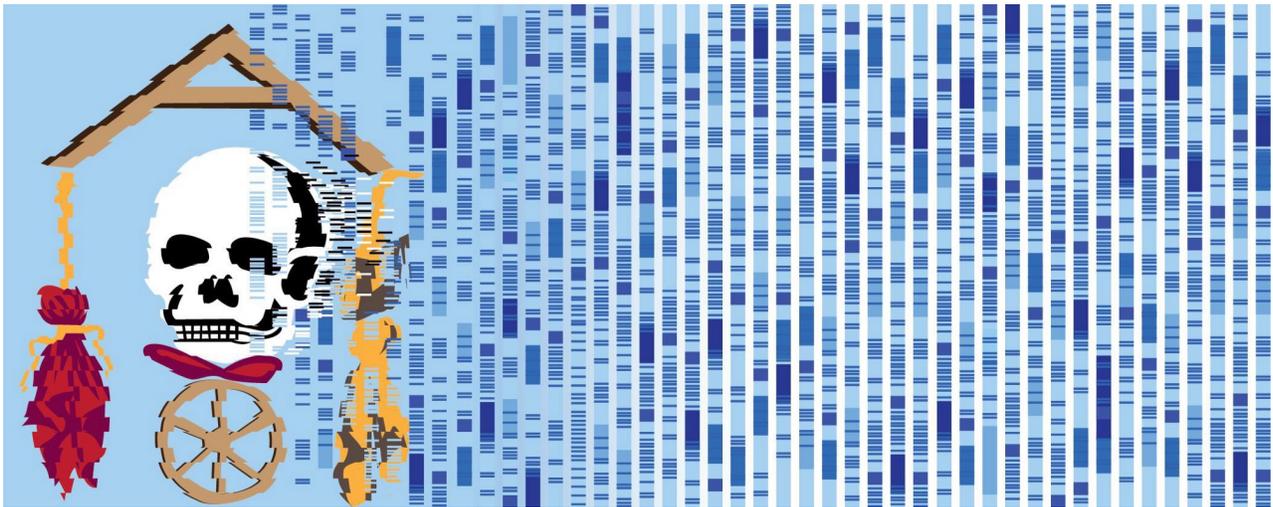


Illustration by Mali Skotheim

COURSE DESCRIPTION

This course explores ancient authors' views of 'others' (foreigners, 'barbarians,' people on the edges of their known-worlds, slaves, etc.) alongside the current scholarship on ancient perceptions of race and identity. It probes the various ways that Greeks and Romans defined and delineated human difference. While contemporary societies consider ethnicity a cultural difference and race as biological, the ancients viewed identity differently. As we analyze readings selected histories, medical texts, ethnographies, exploration accounts, drama, novels as well as art and architecture, we will try to piece together the variety of theories from antiquity that constitute what we today call race/ethnicity. In the second part of the course, we will turn our attention to how different groups/nations in the 19th-21st centuries used their views of Greek and Roman societies to make modern claims about race, white privileges, and power. We will also read recent article written by people of color, who study the ancient Mediterranean world (some undergraduates, graduate students, and professors) and consider the struggles they face as they attempt to engage a discipline that has been perceived as 'classist' and predominantly defined by white scholars. Finally, we will look at the reception of ancient ideas about race in the modern films.

COURSE OBJECTIVES

1. Become familiar with theories of race and ethnicity from Classical Greece and Rome through a reading of histories, medical texts, ethnographies, exploration accounts, drama, novels, art and architecture.

2. Explore and understand the impact of these texts on the developments of modern theories of race and ethnicity through classical education and modern entertainment based on the ancient world.
3. Learn the methods used in reading, analyzing and discussing ancient primary texts and integrate this with analysis and discussion of secondary scholarship.
4. Improve writing skills for essays in the discipline of history
5. Practice different formats for public speaking

REQUIRED READINGS

Rebecca F. Kennedy et al. *Race and Ethnicity in the Classical World* (abbreviated RECW)
Course Reader (available on Course Website)

REQUIREMENTS AND GRADING

You are expected to attend lectures and discussion, do the assigned readings, participate in discussions, be active collaborators in a group project, and complete the written assignments. The latter include reading notes, two essay examinations, a movie review. You will also participate in a group-project that will result in a co-authored essay that will be published on-line and will be focus of the final presentation. The schedule and weight of each assignment:

| <u>ASSIGNMENT</u> | <u>PERCENTAGE OF GRADE</u> | <u>DUE DATE</u> |
|--------------------------------------|----------------------------|---|
| Participation | 20% | Every week in lecture and discussions (15%) Peer evaluation of participation in group project (5%) |
| Reading Response for Discussions | 10% | See weekly schedule |
| Reading Notes for Lecture in Reverse | 10% | See weekly schedule |
| Take Home Essay Examinations | 30% | February 3, 2020 (15%) February 24, 2020 (15%) |
| Group Project | 20% | See below |
| Peer Review | 10% | March 5, 2020 |

Participation: In this class, consistent and respectful engagement is the key to success. To receive high marks for participation, you must be present both physically and mentally. This means that your attendance is not enough; you must also be a thoughtful commentator and listener. A 4.0 student comes to class with an understanding of the readings and how they relate to one another. She also tries to puzzle together how weekly readings build on each other, and has discussion points already in mind. She will actively contribute to discussion, but she also knows when to let others speak and responds to their comments with respect. Obviously, if you are not in class, you cannot demonstrate your mastery of the material nor your insightful analysis. If you must miss class, I recommend that you contact me in advance.

Reading Responses for Discussions: In order to help you prepare for discussion, you will be required to turn in a **one-page, typed** response to the assigned readings. These responses are not graded on their content but on the completion of the assignment. You will write **four** of these response. *You may elect not to write **one** of these responses without penalty. However, you must upload a document to Canvas that says "This is my free reading response" for the response you choose to skip.*

Reading Notes for Lecture-in-Reverse: In order to help you prepare for 'lecture in reverse' days, you will be required to turn in a one-page, typed notes on ONE of the assigned articles. These notes should include the author's thesis statement, a paragraph or two summarizing of the author's argument, types of evidence used, final conclusions s/he makes, and bullet points of the strengths and weaknesses of the argument. These responses will be uploaded via Canvas by 7:00 p.m. the night before the scheduled lecture in reverse. You are expected to upload a total of 4 reading notes.

Take-Home Essay Exams: One essay exam will cover the material we cover on ancient Greece and the other the material on ancient Rome. You will be asked to write a short essay (3-4 pages) as your exam. Although this is a take-home exam, I expect this assignment to be written as an essay, which means an introduction, thesis statement, body paragraphs, and conclusion. These will be "big questions." The exam will not be an opportunity for you to plop random ideas on the page. Rather, you should create a thoughtful argument that analyzes evidence from primary sources covered in our discussions and include support from the secondary sources we will read together during our "lectures-in-reverse."

GROUP PROJECT

Description

In order to investigate the themes of the course and to encourage you to think actively about the texts we are reading and the material we are covering, I assign this group project that asks you to plan, develop, create, and publish on-line an essay. The essay needs to be 5000 word (which is 12 pages, double spaced, 12 point-font, Times New Roman). Your essay should also include images. Because you will work in groups of 4 to 5 people, each person will be responsible for contributing about 3 pages to the final essay. As a group, you will do research and write an essay on one of the following topics:

1. Ancient Egyptians
2. Ancient Ethiopians
3. Sikels (Sicily)
4. Scythians

5. Palmyra
6. Jews in Antiquity
7. Persians/Persia
8. Germans/Germania
9. Gauls
10. People (Scholars) of Color and Ancient Mediterranean History
11. Modern Racism and the Ancient Mediterranean History

This project will develop over weeks four through ten of the quarter. While you and your group are able to make whatever argument about the topic you choose, there are specific requirements that you and your group must fulfill if you want to get complete credit for this project. They are:

Requirements and Grading

For the Group Project, you are expected to work collaboratively with your group on the assignments listed below. Your peers will evaluate your performance, which will affect 5% of your participation grade for the class.

The schedule and weight of each assignment are:

| <u>ASSIGNMENT</u> | <u>POINTS</u> | <u>DUE DATES</u> |
|----------------------------------|---------------|---|
| Project Proposal w/Bibliography | 5 points | February 15, 2020 |
| First Draft of Co-Authored Essay | 5 points | March 4, 2020 |
| Final Essay | 15 points | March 13, 2020 |
| Final Presentation | 10 points | Variable dates during 10 th Week |

Project Proposal with Bibliography: As a group, write a co-authored 2 to 3-page proposal of the research you plan to do for your group project. Your paper must include a description of the topic you want to explore, your initial ideas about the argument you think you will form, and a brief discussion of some of the sources (primary and secondary) that you will consult. Your bibliography should include at least 12 sources, some of which may come from course materials, but others must come from research you have done in the libraries on campus. *Penalty is 0.2 off original grade per every day late.*

First Draft of Co-Authored Essay: You must upload a first draft of your paper to Canvas on March 1, 2019. Although I recommend that you have an entire draft of your paper written, your first draft must be at least 80% completed (so roughly 4000 out of 5000 words or 10 out of 12 pages). This is so that you can all have time to edit the paper and images for the final group lab-work days (March 6 and 7).

******If you do not turn in a first draft of your paper, I will not grade your on-line essay and you will receive a failing grade on the on-line essay.******

Final Essay: You will co-author an on-line essay that will be based on research you have done collectively on one of the topics noted above.

Final Presentations: During the last week of class, your group will make a 15-minute presentation on your research. This presentation asks you to present a condensed, but refined version of the argument your group

made in your on-line essay. Additionally, you will be asked to reflect upon your research process, as well as how your group project helped you consider the issues of race, ethnicity, and racism and the ancient world that we have been examining this quarter.

WEEKLY SCHEDULE OF LECTURES AND READINGS

WEEK ONE

January 6, 2020 **INTRODUCTION TO COURSE**

January 7, 2020 **DISCUSSION: A Re-education for “Classics”?**

Margaret Albot, *The Myth of Whiteness in Classical Sculpture*
Erica Eisen, *Hidden Figures, The Importance of Remembering Black Classicists*
Sarah Bond, *Pseudoarchaeology and the Racism Behind Ancient Aliens*
Dan-el Padilla Peralta, *From Damocles to Socrates: The Classics of/ in Hip Hop*

January 8, 2020 **LECTURE: BRONZE AND IRON AGE GREECE**
RECW: Intro; pp. 1-12

January 9, 2020 **LECTURE: ARCHAIC GREECE AND THE EFFECTS OF COLONIZATION**
Readings: Same as above

WEEK TWO

January 13, 2020 **LECTURE: ARCHAIC GREECE AND PAN-HELLENISM**

Readings: Ancient Greece: Panhellenic Institutions (CR#1)

January 14, 2020 **LECTURE: HERODOTUS' CONCEPTIONS OF NON-GREEKS**

Readings:
RECW pp. 15; 42-3; 54; 67-71; 85-8; 111-20; 141-7; 181-2; 212-26; 263-5; 273-5; 305-22

Reading Response 1 for Discussion due January 14 by 7:00 p.m.

January 15, 2020 **DISCUSSION: HERODOTUS' CONCEPTIONS OF NON-GREEKS**

Readings:

RECW pp. 15; 42-3; 54; 67-71; 85-8; 111-20; 141-7; 181-2; 212-26; 263-5; 273-5; 305-22

January 16, 2020 **DISCUSSION: MODERN POPULAR CULTURE ON ANCIENT GREEKS AND PERSIANS**

Readings: George Kovacs, *Truth, Justice, and the Spartan Way* (CR#2)

WEEK THREE

January 20, 2020 **NO CLASS: MLK DAY**

Reading Notes for Lecture-in-Reverse due January 20 by 7:00 p.m.

January 21, 2020 **LECTURE-IN-REVERSE: HERODOTUS' CONCEPTIONS OF NON-GREEKS**

*Don't freak out!
You are reading
and writing on only
one of these articles
for your portion of
the lecture-in-
reverse..*

Readings:

B. Isaac, *Greeks and the East* (CR#3, specifically pages 257-74; 302-303)
R. Wenghofer, *Sexual Promiscuity of Non-Greeks in Herodotus' Histories* (CR#4)
H. M. Franks, *Hunting the Eschata: An Imagined Persian Empire on the Lekythos of Xenophantos* (CR#5)
E. Gruen, *Persian in the Greek Perception* (CR#6, specifically pp.21-52)
E. Gruen, *Egypt in the Classical Imagination* (CR#7, specifically 76-90)
A. G. Mitchell. *Greek Vase-Painting and the Origins of Visual Humour* (CR#8)

January 22, 2020 **LECTURE: DEMOCRACY, EMPIRE, AND WAR IN CLASSICAL GREECE**

Readings:

RECW: 16-22; 53; 54-8; 70-3; 321-9

January 23, 2020 **LECTURE: TRAGEDY AND EURIPIDES**

Readings:

Same as above

WEEK FOUR

January 27, 2020 **LECTURE: MEDICINE AND PHILOSOPHY IN CLASSICAL GREECE**

Readings:

RECW: 35-44; 58-64

Reading Response 2 Due January 27 by 7:00 p.m. via Canvas

January 28, 2020 **DISCUSSION: NON-GREEKS AND CLASSICAL GREEK AUTHORS**

RECW: 16-22; 53; 54-8; 70-3; 321-9

RECW: 35-44; 58-64

January 29, 2020 **NO CLASS: PERSONAL WORK DAY**

Reading Notes for Lecture-in-Reverse due January 29 by 7:00 p.m

January 30, 2020 **LECTURE IN REVERSE: NON-GREEKS AND CLASSICAL GREEKS**

Don't freak out! You are reading and writing on only one of these articles for your portion of the lecture-in-reverse.

C. Calame. *Uttering Human Nature by Constructing the Inhabited World: The Well-Tempered Racism of Hippocrates* (CR# 9)

C. Tuplin, *Greek Racism? Observations on the Character and Limits of Greek Ethnic Prejudice* (CR#10)

L. Walsh, *Blog: What a Difference an ἦ Makes: Hippocrates, Racism, and the Translation of Greco-Roman Thought*

https://classicalstudies.org/scs-blog/lisl-walsh/blog-what-difference-%E1%BC%A4-makes-hippocrates-racism-and-translation-greco-roman?utm_source=dlvr.it&utm_medium=facebook

R. Osborne, *Foreign Bodies* (CR#11)

WEEK FIVE

February 3, 2020 **TAKE HOME ESSAY EXAM 1 DUE VIA CANVAS BY 7:00 p.m.**

February 4, 2020 **IN-CLASS GROUP WORK DAY: Choosing Topics and Beginning Research**

February 5, 2020 **LECTURE: THE ADVENT OF ROME'S TERRITORIAL EMPIRE**

Readings:

RECW: 23-30; 44-6; 75; 89-95; 123-8; 182-93; 243-51; 265-270; 288-94; 331; 342-63

February 6, 2020 **LECTURE: THE LATE REPUBLIC AND AUGUSTUS**

Reading:
Same as above

Reading Response 3 Due February 9 by 7:00 p.m. via Canvas

WEEK SIX

February 10,
2020

DISCUSSION: FIRST CENTURY AUTHORS AND FOREIGN PEOPLES

Readings:
RECW: 23-30; 44-6;75; 89-95; 123-8; 182-93; 243-51; 265-270; 288-94; 331;
342-63

Reading Notes for Lecture-in-Reverse due February 10 by 7:00 p.m

February 11,
2020

LECTURE IN REVERSE: FIRST CENTURY AUTHORS AND FOREIGN PEOPLES

*Don't freak out!
You are reading and
writing on only one
of these articles for
your portion of the
lecture-in-reverse.*

Readings:
R. Evans, *Ethnography's Freak Show: The Grotesques at the Edges of the Roman Earth* (CR #12)
E. Gruen, *Egypt in the Classical Imagination* (CR#6, specifically 90-99 and 107, begin with paragraph "A similar assembling" through 111))
C. Moatti, *Opening Up the World: The Birth of Curiosity* (CR#13)
B.Isaac, *Gauls* (CR#14)
B. Isaac, *Roman View of the East* (CR#15)
E. Gruen, *Caesar on the Gauls* (CR#16)
M. Swetnam-Burland. *Aegyptus Redacta* (CR#17)

February 12,
2020

LECTURE: EARLY ROMAN PRINCIPATE

Readings:
RECW: 47-52; 252-63; 295-7; 334-40; 364-88
Pliny, *Natural Histories*, Book 7 (CR#18)
Yu Huan, *Weilue*, "The Peoples of the West," trans. J. E. Hill (2004), sections 11-14 (on Rome) <http://depts.washington.edu/silkroad/texts/weilue/weilue.html>

February 13,
2020

LECTURE: ROME BECOMING A WORLD STATE

Readings:
Same as above

Project Proposal Due February 15 by 11:00 p.m.

WEEK SEVEN

February 17, 2020 **NO CLASS: PRESIDENT'S DAY**

February 18, 2020 **LECTURE: PLINY THE ELDER AND TACITUS: ROMAN AUTHORS DISCUSSING BARBARIANS AND PEOPLE AT THE EDGE OF THE WORLD**

Readings:

Same as above

Reading Response 4 Due February 18, 2020 by 7:00 p.m.

February 19, 2020 **DISCUSSION: GREEKS, BARBARIANS, AND PEOPLE AT THE EDGE OF THE WORLD**

Readings:

RECW: 47-52; 252-63; 295-7; 334-40; 364-88

Pliny, *Natural Histories*, Book 7 (CR#18)

Yu Huan, *Weilue*, "The Peoples of the West," trans. J. E. Hill (2004), sections 11-14 (on Rome) <http://depts.washington.edu/silkroad/texts/weilue/weilue.html>

Reading Notes for Lecture-in-Reverse due February 19 by 7:00 p.m.

February 20, 2020 **LECTURE IN REVERSE: GREEKS, BARBARIANS, AND PEOPLE AT THE EDGE OF THE WORLD**

Don't freak out! You are reading and writing on only one of these articles for your portion of the lecture-in-reverse.

Readings:

B. Isaac, *Romans Views of Greeks* (CR#19)

B. Isaac, *Germans* (CR#20)

E. Gruen, *Tacitus and the Defamation of the Jews* (CR#21)

E. Gruen, *Tacitus on the Germans* (CR#22)

E. Gruen, *People of Color* (CR#23)

G. Parker. *Ex Oriente Luxuria: Indian Commodities and Roman Experience* (CR#24)

Marta Zuchowska, *Grape Picking Silk from Palmyra: Han Dynasty Textile with Hellenistic Decoration Motif* (CR#25)

WEEK EIGHT

February 24, 2020

**TAKE HOME ESSAY EXAM 2 DUE VIA CANVAS
BY 7:00 p.m.**

February 25, 2020

LECTURE: 19th and 20TH CENTURY RACISM AND CLASSICS

Readings:

P. Mitter, *Greece, India, and Race Among the Victorians* (CR #26)

C. Krebs, *White Blood* (CR#27)

February 26, 2020

DISCUSSION: 21ST CENTURY RACISM AND CLASSICS

Readings:

D. Zuckerberg, *Selections from Not All Dead White Men* (CR#28)

D. McCoskey, *Black Athena, White Power*

https://eidolon.pub/black-athena-white-power-6bd1899a46f2?fbclid=IwAR0Biqf2bfBWm10x_6AHgSZ0onl-LS03b841icHSskUUC1q0OVBdgjdnHro

J, Lemmens, “Putting the Neon in Neo-Nazi”

<https://eidolon.pub/putting-the-neon-in-neo-nazi-4cca7c471a66>

Savannah Marquardt, “The Nashville Parthenon Glorified Ancient Greece and the Confederacy”

<https://eidolon.pub/the-heirs-of-athens-of-the-south-a8b730b84de3>

February 27, 2020

INDEPENDENT GROUP WORK DAY

**FIRST DRAFT OF ESSAY FOR GROUP PROJECT DUE MARCH 1 BY MIDNIGHT VIA
CANVAS**

WEEK NINE

March 2, 2020

LECTURE: PEOPLE OF COLOR AND THE CLASSICS

Readings:

M. Malamud, *African Americans and the Classics* (CR#29)

March 3, 2020

DISCUSSION: PEOPLE OF COLOR AND THE CLASSICS

Readings:

D. Padilla Peralta, *Some Thoughts on AIA/SCS 2019*

Winter 2020
Instructor: Dr. Mira Green
Office: Smith 104B
Office hours: Mondays 3:30-4:30, Tuesdays 11:00-12:00, or by appointment
Email: mirag@uw.edu

<https://medium.com/@danelpadillaperalta/some-thoughts-on-aia-scs-2019-d6a480a1812a?fbclid=IwAR2dpRI-pFFJrgayaXGRtBqeE43BxkGZogQ1EOcD3Y9qMXPswDDLG5qSGPo>

H. Wong, *Classics Makes Me Happy and That is Enough*
<https://eidolon.pub/classics-makes-me-happy-is-that-enough-a5a9f19a63af>

G. Bertelli, *The Classics Major is Classist*
<https://www.columbiaspectator.com/opinion/2018/01/16/the-classics-major-is-classist/>

Y. Chae, *White People Explain Classics to Us*
<https://eidolon.pub/white-people-explain-classics-to-us-50ecaef5511>

March 4, 2020

**AT HOME WORK DAY:
READ PEER GROUPS' ESSAYS AND PERFORM PEER REVIEW
OF ESSAYS (SEE INSTRUCTIONS)**

March 5, 2020

IN CLASS PEER REVIEW

WEEK TEN: FINAL PRESENTATIONS

March 9, 2020 TBA
March 10, 2020 TBA
March 11, 2020 TBA
March 12, 2020 TBA

FINAL VERSION OF ESSAY FOR GROUP PROJECT DUE MARCH 13 by 11:00 p.m.

GRADING SCALE

| | |
|-------|----------------|
| A | 4.0.....99-100 |
| | 3.9.....98 |
| A- | 3.8.....96-97 |
| | 3.7.....94-95 |
| | 3.6.....92-93 |
| | 3.5.....90-91 |
| <hr/> | |
| B+ | 3.4.....89 |
| | 3.3.....88 |
| | 3.2.....87 |
| B | 3.1.....86 |
| | 3.0.....85 |
| | 2.9.....84 |
| B- | 2.8.....83 |
| | 2.7.....82 |
| | 2.6.....81 |
| | 2.5.....80 |
| <hr/> | |
| C+ | 2.4.....79 |
| | 2.3.....78 |
| | 2.2.....77 |
| C | 2.1.....76 |
| | 2.0.....75 |
| | 1.9.....74 |
| C- | 1.8.....73 |
| | 1.7.....72 |
| | 1.6.....,71 |
| | 1.5.....70 |
| <hr/> | |
| D+ | 1.4.....69 |
| | 1.3.....68 |
| | 1.2.....67 |
| D | 1.1.....66 |
| | 1.0.....64-65 |
| | 0.9.....63 |
| D- | 0.8.....61-62 |
| | 0.7.....60 |

W DEPARTMENT OF HISTORY

UNIVERSITY *of* WASHINGTON

Faculty mailboxes are located in 318 Smith. T.A. mailboxes are located in Smith 315, but these boxes are not secure and are only available when the office is open. Papers, notes, etc. for T.A.s should instead be delivered to T.A. offices. Faculty and T.A. office locations and hours are posted on a bulletin board outside of 315 Smith.

Plagiarism and Incompletes

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Along with the University of Washington, the History Department takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before submitting coursework.

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

Grading Procedures

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. Grades cannot be changed after a degree has been granted.

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student, no later than ten days after his or her discussion with the instructor, may submit a written appeal to the Chair of the History Department with a copy of the appeal also sent to the instructor. Within 10 calendar days, the Chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the Chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the Chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the History Department to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a History Department file.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal to engage in sexual acts. It is also defined as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

Winter 2020
Instructor: Dr. Mira Green
Office: Smith 104B
Office hours: Mondays 3:30-4:30, Tuesdays 11:00-12:00, or by appointment
Email: mirag@uw.edu

If you are being harassed, **seek help**—the earlier the better. You may speak with your instructor, your teaching assistant, History Undergraduate Advising, the Department's Director of Academic Services (Smith 315A) or the Chair of the Department (Smith 308). In addition, the Office of the Ombud (206 543-6028) is a University resource for all students, faculty and staff. Community Standards and Student Conduct Office (cssc@uw.edu) is a resource for students.

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).

Department of History Diversity Committee

The Department of History Diversity Committee initiates and facilitates an ongoing conversation about diversity, proposes measures to address institutional disparities, and also serves as a confidential resource for students, staff, and faculty who have concerns related to climate and diversity. Any member of the department's learning and working community may contact the committee with concerns and questions. <https://history.washington.edu/diversity-resources>

Standards of Conduct and Academic Integrity: (see WAC 478-121-020)

The following abilities and behavioral expectations complement the UW Student Conduct Code. All students need to demonstrate the following behaviors and abilities: **Communication:** All students must communicate effectively with other students, faculty, staff, and other professionals within the Department of History. Students must attempt to express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. All students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the class. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and professional setting. **Behavioral/Emotional:** Students must demonstrate the emotional maturity required for the adequate utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in the class. Further, students must be able to maintain mature, sensitive, and effective relationships with students, faculty, staff, and other professionals while engaging in the class and within the History Department. Students must have the emotional stability to function effectively in the classroom. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. **Problematic behavior documented:** Problematic behavior will be documented by the Department and if deemed appropriate forwarded on to Community Standards and Student Conduct. If a pattern of behavior or a single, serious lapse in the behavioral expectations becomes evident, the steps below will be followed so that the student is apprised of a warning indicating that the student's continuation in the class and/or major is in jeopardy. The student's instructor and/or appropriate program advisor or teaching assistant will document, either verbally or in writing, the concerning behavior and notify the student that they are receiving a warning. Notification of the warning will be forwarded on to the Chair of the Department and Student Conduct and Community Standards via email or in hard copy. The warning identifies what the concerning behavior was and that any further disruptions or

concerning incidents will result in the student being asked to leave the class. When incidents occur that represent a significant impact to the program or its participants, students may be asked to leave immediately without prior warning.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Safety and Evacuation

Evacuation routes are posted throughout the building. In case of a fire, please evacuate and go to the evacuation assembly point, locations of which are posted on building walls. In case of a power outage or earthquake, please stay where you are and, for the latter, protect your head and neck. Students with disabilities which could impair evacuation should notify the instructor early in the quarter so accommodations can be made.

Concerns about a course, an instructor, or a teaching assistant

Instructors

If you have any concerns about the course or the instructor in charge of the course, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, contact the History Department's Director of Academic Services, Tracy Maschman Morrissey, in Smith 315A. If you are not satisfied with the response that you receive from Tracy, make an appointment with the Assistant to the Chair in Smith 308B to speak with the Chair.

TAs

If you have any concerns about the teaching assistant, please see the her or him about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, contact the instructor in charge of the course. If you are not satisfied with the response that you receive, you may follow the procedure previously outlined, or contact the Graduate School in G-1 Communications.