

□ Integrative Learning

□ Ethical Implications

The representation of barbarians is part of a discourse about otherness and the relationship between language and culture which continues to be relevant and debated both in the U.S. and abroad.

□ Cultural Diversity

Despite their influence on western society, the Greeks had values substantially different from ours. Furthermore, their representation of foreigners forces us to consider how foreign cultures are constructed.

□ Critical Thinking

In constructing arguments, students will be required to make use of the evidence present in ancient texts, and to analyze the context and quality of that evidence.

□ Rhetorical Effectiveness

In analyzing scholars' arguments, students will be encouraged to recognize how an argument can be made well. In presenting on articles and their own research, and in their research paper, they will exercise these skills.

□ Problem-solving

□ Library & Information Literacy

The class's research paper will require students to seek out information both in online journals and in books/journals in the library.

(A) STUDENT CONTACT PER WEEK

1. Seminar:	3	(hours)
(A) TOTAL student contact per week	3	(HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>.5</u>	(hours)
2. Reading	<u>7.5</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week	12	(HOURS)
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GRAND TOTAL (A) + (B) must equal 15 hours/week	<u>15</u>
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Lost in Translation: Barbarians and Barbarian Speech in Greek Literature

Preliminary Syllabus for Classics 98T, Winter 2011
Rob Groves, Teaching Fellow

Description: Ancient Greece was not a single entity in the same way that the United States is. Rather, Athenians, Spartans, Argives, and Thebans all had separate governments, not to mention different cultures, mythologies, and religious festivals. One thing that bound Greeks together, however, was what they were not: barbarians. The Greek word for barbarian (*barbaros*) is onomatopoeic. “Bar-bar-bar” is the sound that the Greeks heard when people were speaking languages other than Greek. A barbarian was, in one of its simplest definitions, anyone who did not speak Greek and so could not communicate with Greeks. Of course, these foreigners also had different customs, eating habits, kinds of clothing, and sets of values, all of which became “barbaric” by association. As the Greeks came into more and more contact with foreigners, their literature continued to represent barbarians and their language.

But one major problem arises from representing barbarians on stage: In an era before subtitles, how can a Greek author present a non-Greek speaker to his Greek audience? The variety of approaches employed by ancient authors is impressive. In this course we will survey some of those choices, attempt to understand their effects and their history.

Texts:

Ancient Texts (to be available in the bookstore and supplemented via course website)

- Aeschylus II: The Suppliant Maidens and The Persians.. .Greene and Lattimore, eds.
- Aristophanes: Acharnians Jeffrey Henderson, trans.
- Collected Ancient Greek Novels , B.P. Reardon, ed.
- Euripides II: The Cyclops...Helen Grene and Lattimore, eds.
- The Histories by Herodotus, Marincola, and de Selincourt
- The Odyssey by Homer and Stanley Lombardo

Modern Texts (preliminary and incomplete list to be supplemented and excerpted)

- Carol Dougherty, The Raft of Odysseus
- Charlotte Hoffmann, An Introduction to Bilingualism
- François Hartog, the Mirror of Herodotus
- James Romm, The Edges of the Earth in Ancient Thought
- Levi-Strauss, “The Writing Lesson”
- Edward Said, Orientalism
- Phiroze Vasunia: The Gifts of the Nile

Grading:

6 forum posts =15% total
Article Presentation =10%
Research Proposal =10%
Research Presentation =15%
Detailed Outline =10%
Research paper =25%
Participation* =15%
Total =100%

***On “participation”:** This course is dependent on your participation in class every week. This does NOT mean attendance. Participation means actively engaging in discussion. I understand that this can be difficult for some people, but you will not earn participation points for sitting silently and listening. If you are finding this difficult, talk to me and we will figure out ways to help you better incorporate yourself into the discussion. I hope you'll find this course engaging, interesting, and informative, and that it will help you develop important skills of reading, researching, discussing and writing about complex ideas.

Assignments:

The **assigned readings** will be the focus of our class meetings and as such will be your top priority. I will provide you with **study questions** to help focus your readings on the topics at hand. These questions should help you prepare for the discussions we will be having but will not be collected. You should read both for the overall plot AND the specifics toward which the questions will direct you. Beyond doing the readings and participating in class discussion, there will be a number of different assignments:

- First Day Presentation
- Article Presentation
- Forum Posts (aka Reading Responses)
- Research Paper (including a proposal, an outline, and a presentation)

First Day Presentation: Each student will briefly introduce a text which features a character who speaks something other than English, and discuss how that language is presented, and why this is interesting. “Text” for this purpose can mean any number of things including (but not limited to) TV shows, movies, novels, comic books, internet shorts, etc. The purpose of this is to get us thinking about the strategies modern “authors” (Again, in an extended sense) use to tackle the same problems we’ll be looking at in the Greek authors.

Article Presentation: Each student will be expected to do one short (10-15 minute) **presentation on a work of modern scholarship**. You should briefly summarize the author's views and briefly critique the strengths and weaknesses of the article. (A list of articles relevant to each week's topics will be available early in the course and students will be able to choose an article that bears on their interests—I am still in the process of constructing this list.)

Forum Posts: Each student will post on the course's online discussion forum for 6 of the last 9 weeks. This post need not be long (roughly one double-spaced page), but should explain the parts of the text you found confusing or especially interesting (so that we can discuss these in class). As we progress through the class, students will hopefully find the posts a convenient way of journaling their own thoughts about connections between the texts we read and the ideas they are developing in their own papers.

Research Paper: One of the main aims of this course is to help you produce **your own research paper**. The paper should be ~15 pages long, and should be based on your own ideas, supplemented with presentation and analysis of scholarship, and close readings of the texts. To help with this process (I realize a 15 page paper may seem intimidating), there will be several assignments to prepare you for the final product.

- By **week 2**, you will be asked to **choose a technique of representing foreign speech** upon which to focus your attention (we will develop a list in our first session).
- In **Weeks 3 and 4** I will meet with you **one-on-one** to help you begin **focusing your ideas** towards specific texts and topics
- By **week 5**, you will submit a **research proposal** that explains the problem you'll be addressing and **how you'll be addressing it**.
- **Weeks 7-10** will feature **short presentations** by members of the class on their research thus far. At the time of your presentation, a **preliminary but detailed outline** of the paper thus far and its bibliography will be due. This will offer a chance for your peers to provide constructive feedback and suggestions and for me to provide corrections and comments in preparation for your final draft.
- Papers will be due at the end of class time, during finals week.

**Preliminary Outline of Weekly Readings
and the questions on which discussion may focus**

Week 1: Ancient and Modern

Reading Due:

Hoffman, Chapters 1&5 [42 pages]

Assignments Due:

First Day Presentation (everyone)

Schedule of class time:

- **Introductions and First Day Presentations** (~1 hour)
- **Presentation of syllabus, class procedures, allotment of article presentations** (~15 min)
- **Discussion:** (~45 min)
 - What strategies of representation can we find within those First day Presentations?
 - What effect do they have within the work?
 - Why did the “authors” make the choices they did?(Goal: Construction of a list of techniques and a classification of those techniques according to their effects. This list and classification will serve as a hypothesis, which will be the basis for our subsequent explorations of ancient texts.)
- **Introductory lecture:** (~1 hour)
- A brief introduction to the Greeks and their literature
(Goal: provide a basic framework for students to approach Greek literature , a basic sense of who Greek writers were, when they lived, who they were writing for, and the relevant historical and geographical background)

Week 2: The Edges of the Earth: Barbarians in Epic

Reading Due:

Homer, *Odyssey*, introduction (Murnaghan) [40 pages]

Homer, *Odyssey* books 4, 8-12 [109 pages]

Homer, *Iliad*, selections [~30 pages]

Assignments Due:

Selection of strategy of representation to focus on (everyone)

Forum posts (students must complete 6 times throughout the class)

Article Reports: (3 students)

Hilary Mackie “Talking Trojan”

Carol Dougherty “The Raft of Odysseus”

James Romm “Ethiopian and Hyperborean”

Schedule of class time:

- **Introductory discussion: Iliad (35 minutes)**
 - What is a Homeric epic?
 - Does Homer have a sense of “Greekness”?
 - How are Greeks different from Trojans?
- **Article Report 1 (Talking Trojan) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Second Discussion: Odyssey (30 minutes)**
 - How do Odysseus and his men fit into the picture of “Greekness” as previously discussed?
 - How are mortals different from gods? (and where do heroes fit in?)
 - How are Odysseus and his men different from the monsters they encounter on their journeys?
- **Article Report 2 (Raft of Odysseus) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Article Report 3 (Ethiopian and Hyperborean) + follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Conclusion: (35 minutes)**
- What role does language play in the characterization of Greeks, heroes, gods, and monsters in the Iliad and Odyssey?
- What techniques have we seen in action and what effects do they have? How do our conclusions about this week's readings compare with our working hypothesis

Week 3: Egyptians

Reading Due:

Herodotus, *Histories*, Book 2 [86 pages]

Euripides, *Helen* [55 pages]

(re-read): Homer, *Odyssey*, book 4 [25 pages]

Assignments Due:

Forum posts (students must complete 6 times throughout the class)

Article Reports: (3 students)

Phiroze Vasunia “In an Antique Land”

François Hartog, “The Mirror of Herodotus”

Chris Willis “Conceptions of Language and Reality in Euripides' Helen”

Schedule of class time:

- **Introductory discussion: Herodotus (35 minutes)**

- What is Herodotus' project?
- What does Herodotus mean by “history? Is this historical?
- Where does he get his evidence from?
- What Egypt does Herodotus tell us about?
- What do Psammetichus' language experiments reveal?
- **Article Report 1 (Vasunia) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Article Report 2 (Hartog) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Second Discussion: Euripides' *Helen* (40 minutes)**
 - What is the relationship between Euripides' version of these events and Homer's?
 - What is tragedy and how does it work?
 - How Egyptian are Theoklumenos and Theonoe?
 - How is Euripides' Egypt different from Herodotus'?
- **Article Report 3 (Willis) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Conclusion: (30 minutes)**
- How does the genre affect an author's choice of representational strategy?
 - Are “staged” works qualitatively different from “read” works?
- What techniques have we see in action and what effects do they have? How do our conclusions about this week's readings compare with our working hypothesis

Week 4: The Persians

Reading Due:

Herodotus, *Histories*, selections from Book 3, 7-8 [~100 pages]
Aeschylus, *Persians* [55 pages]

Assignments Due:

Forum posts (students must complete 6 times throughout the class)
Article Reports: 3 students
 Article 1 Herodotus TBD
 Article 2 Persians TBD
 Article 3 Persians TBD

Schedule of class time:

- **Introductory discussion: Herodotus (35 minutes)**
 - How are the Persians presented in Herodotus?

- How does his presentation of them differ from that of the Egyptians?
- How historical is Herodotus' presentation at the battles of Salamis, Marathon, Plataea?
- **Article Report 1 (Article 1 Herodotus TBD) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Second Discussion: Aeschylus' *Persians* (40 minutes)**
 - What is the relationship between Aeschylus' play and historical events?
 - Who does the play encourage us to sympathize with?
 - Why would the Athenian government pay for the production of this play?
 - (How) does the *Persians* present *orientalization*?
- **Article Report 2 (Article 2 *Persians* TBD) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Article Report 3 (Article 3 *Persians* TBD) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Conclusion: (30 minutes)**
 - How does Aeschylus' depiction of the Persians contribute to their otherness or detract from it? How about Herodotus's depiction?
 - In what ways do Herodotus and Aeschylus call our attention to the language barrier? What effects do they have? How do our conclusions about this week's readings compare with our working hypothesis?

Week 5: Egyptian and Persian Greeks?

Reading Due:

Aeschylus, *Suppliants* and *Agamemnon* [~110 pages]
 Introductions to the plays [~40 pages]

Assignments Due:

Forum posts (students must complete 6 times throughout the class)
 Article Reports: 3 students
 Phiroze Vasunia, "The Tragic Egyptian"
 Edward Said, "Orientalism" TBD
 Article 3 *Agamemnon* TBD

Schedule of class time:

- **Article Report 1 (Vasunia) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article

- **First Discussion: *Suppliants* (35 minutes)**
 - How does the *Suppliants* complicate our ideas of “Greekness” or “Egyptianness”?
 - What is the connection between foreignness and murder?
 - What role would this tragedy play in 5th century
- **Article Report 2 (Said) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Second Discussion: Aeschylus' *Agamemnon* (40 minutes)**
 - How is this play like the *Persians*?
 - What is the relationship between this mythological tale and the Greeks' historical neighbors?
 - Again, what is the relationship between murder and ethnicity?
 - How is language incorporated into Clytaemestra and Agamemnon's otherness?
- **Article Report 3 (Article 3 *Agamemnon* TBD) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Conclusion: (30 minutes)**
 - How does Aeschylus' depiction of foreign Greeks contribute to their otherness or detract from it? How about Herodotus's depiction?
 - In what ways do Aeschylus's plays call our attention to the language barrier? What effects do they have? How do our conclusions about this week's readings compare with our working hypothesis?

Week 6: Funny Accents:

Reading Due

Aristophanes' *Acharnians* and *Lysistrata* [~110 pages]
 Introductions to the plays [~40 pages]

Assignments Due:

Research Proposal due (all students)
 Forum posts (students must complete 6 times throughout the class)
 Article Reports: 3 students
 Andreas Willi “The language of Aristophanes”
 Steven Colvin, “Dialect in Aristophanes”
 Article 3, TBD

Schedule of class time:

- **Introductory Discussion: *Comedy* (35 minutes)**
 - What is old comedy?
 - What was Aristophanes doing? What were his goals?
 - Why did the city finance this?

- (Why) is it funny?
- **Article Report 1 (Willi) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Second Discussion: *Acharnians* (20 minutes)**
 - How do the Persians appear in this play?
 - How can we explain the speech of Pseudo-Artabas?
 - What is the relationship between Athenian Comedy and foreignness?
- **Article Report 2 (Colvin) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Article Report 3 (Article 3 TBD) +follow up discussion (25 minutes)**
 - Presentation
 - close examination of a few relevant passages
 - discussion of value, helpfulness of this article
- **Third Discussion: *Lysistrata* (20 minutes)**
 - How is foreignness complicated by the foreignness of fellow Greeks?
 - How is the representation of dialects similar to or different from the representation of foreign languages?
- **Conclusion: (30 minutes)**
 - (Why) are foreigners and their languages funny?
 - What techniques do we see in action and what effects do they have? How do our conclusions about this week's readings compare with our working hypothesis?

Week 7: History and War:

Reading Due:

Selections from Polybius' *Histories*, (and some Thucydides, Caesar, Herodotus)

[TBD ~150 pages]

Assignments Due:

Forum posts (students must complete 6 times throughout the class)

Research Presentations (3-4 students)

Schedule of class time:

- **Introductory Discussion: *History* (60 minutes)**
 - How is later historiography different from Herodotus?
 - Are there differences between Greek and Roman Historiography?
 - How is the language barrier a challenge for the historian?
 - How is the language barrier used, abused, or overcome in the course of the wars described
 - What technologies or methods are used to accentuate that barrier or to overcome it?
 - How do our conclusions about this week's readings compare with our working hypothesis?

- **Student Research Presentation 1 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 2 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 3 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 4 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)

Week 8: The Greek Novel:

Reading Due:

Chariton, *Chaereas and Callirhoe*, [117 pages]
and a selection from *Leukippe and Cleitophon* [~5 pages]

Assignments Due:

Forum posts (students must complete 6 times throughout the class)
Research Presentations (4 students)

Schedule of class time:

- **Introductory Discussion: *The Novel* (60 minutes)**
 - What is new about the novel?
 - How does the fact that the novel is fiction change our expectations with regard to the language barrier?
 - How does the historicity of Chariton's novel complicate this picture?
 - How does the representations of Babylonians, and others correspond with historical realities?
 - How does Leukippe's lament problematize Egyptians in the novel? Is this a real language barrier or just a straw man?
 - How (and why) does the novel maintain or readopt traditions of representation that we've seen so far?
 - When the novel adopts techniques we've seen elsewhere, how does this affect our reading?
 - How do our conclusions about this week's readings compare with our working hypothesis?
- **Student Research Presentation 1 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 2 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 3 +follow up discussion (30 minutes)**

- Presentation of Ideas (~20 minutes)
- Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 4 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)

Week 9: The Barbarian writes Greek.

Reading Due:

Lucian's *True History* [30 pages]

Heliodorus, *The Ethiopian Story*, books 1-4. [~90 pages]

Assignments Due:

Forum posts (students must complete 6 times throughout the class)

Research Presentations (4 students)

Schedule of class time:

- **Introductory Discussion: Lucian (25 minutes)**
 - Lucian's first language wasn't Greek! How does this effect the way he represents foreigners and their language?
 - How are the men on the moon and other foreigners represented within the *True History*?
 - How does the *True History* change our understandings of truth/fiction?
- **Second Discussion: The Ethiopian Story (35 minutes)**
 - How does the first scene of this novel stand in relation to the texts we've talked about? What sort of work will this be? What problems will it deal with or address?
 - How does the presentation of Kalsiris compare to characters in our previous readings?
 - A significant part of this story is narrated by a foreigner who speaks Greek, how does that change our perspective?
 - What techniques do we see in action and what effects do they have? How do our conclusions about this week's readings compare with our working hypothesis?
- **Student Research Presentation 1 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 2 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 3 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 4 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)

Week 10: Heliodorus, part 2:

Reading Due:

Heliodorus, *The Ethiopian Story*, books 5-10 [~120 big pages]

Assignments Due:

Forum posts (students must complete 6 times throughout the class)

Research Presentations (4 students)

Schedule of class time:

- **Introductory Discussion: *The Ethiopian Story* (60 minutes)**
 - How does the ending of this novel change our perceptions about Greekness, barbarians, and the importance of the Greek language?
 - (How) does the revelation of the speaker's place of origin change our understanding of the novel as a whole?
 - How can we explain the use of Greek in the court of the Gymnosophists in book 10?
 - What techniques do we see in action and what effects do they have? How do our conclusions about this week's readings compare with our working hypothesis?
- **Student Research Presentation 1 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 2 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 3 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)
- **Student Research Presentation 4 +follow up discussion (30 minutes)**
 - Presentation of Ideas (~20 minutes)
 - Feedback from peers, ideas on where else to spend research time (~10 minutes)



New Course Proposal

	Classics 98T Lost in Translation: Barbarians and Barbarian Speech in Greek Literature			
<u>Course Number</u>	Classics 98T			
<u>Title</u>	Lost in Translation: Barbarians and Barbarian Speech in Greek Literature			
<u>Short Title</u>	BARBRN SPCH-GRK LIT			
<u>Units</u>	Fixed: 5			
<u>Grading Basis</u>	Letter grade only			
<u>Instructional Format</u>	Seminar - 3 hours per week			
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]			
<u>GE Requirement</u>	Yes			
<u>Major or Minor Requirement</u>	No			
<u>Requisites</u>	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
<u>Course Description</u>	Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. In times before subtitles, how could Greek authors represent someone speaking another language? Exploration of ways in which barbarian speech was represented in ancient Greek literature and effects, encouraging connections between antiquity and today. Letter grading.			
<u>Justification</u>	Part of the series of seminars offered through the Collegium of University Teaching Fellows.			
<u>Syllabus</u>	File Classics 98T syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.			
<u>Supplemental Information</u>	Professor Alex Purves is the faculty mentor for this seminar.			
<u>Grading Structure</u>	6 forum posts = 15%; article presentation = 10%; research proposal = 10%; research presentation = 15%; detailed outline = 10%; research paper = 25%; participation = 15%			
<u>Effective Date</u>	Winter 2011			
<u>Discontinue Date</u>	Summer 1 2011			
<u>Instructor</u>	Name	Title		
	Rob Groves	Teaching Fellow		
<u>Quarters Taught</u>	Fall	Winter	Spring	Summer
<u>Department</u>	Classics			
<u>Contact</u>	Name	E-mail		
	CATHERINE GENTILE	cgentile@oid.ucla.edu		
<u>Routing Help</u>				

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed**Role:** Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704**Status:** Added to SRS on 9/16/2010 1:39:01 PM**Changes:** Title, Description**Comments:** Edited course description into official version; corrected title.**Role:** Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441**Status:** Added to SRS on 9/9/2010 11:05:05 AM**Changes:** Title, Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 8/31/2010 2:20:18 PM**Changes:** No Changes Made**Comments:** Routing to Registrar's Office**Role:** FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918**Status:** Approved on 8/25/2010 11:31:33 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 8/25/2010 11:18:13 AM**Changes:** No Changes Made**Comments:** Routing to Vice Chair Muriel McClendon for FEC approval**Role:** Dean College/School or Designee - Stowell, Timothy A (tstowell@college.ucla.edu) - 54856**Status:** Approved on 8/25/2010 10:51:49 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 8/25/2010 10:48:36 AM**Changes:** No Changes Made**Comments:** Routing to Dean Stowell for approval**Role:** CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998**Status:** Approved on 6/4/2010 4:14:24 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, chair, Collegium of University Fellows**Role:** Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998**Status:** Submitted on 6/4/2010 4:13:14 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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