

**General Education Course Information Sheet***Please submit this sheet for each proposed course**Department & Course Number* \_\_\_\_\_*Course Title* \_\_\_\_\_*Indicate if Seminar and/or Writing II course* \_\_\_\_\_

- 1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

**Foundations of Society and Culture**

- Historical Analysis
- Social Analysis

**Foundations of Scientific Inquiry (IMPORTANT: If you are only proposing this course for FSI, please complete the [updated FSI information sheet](#). If you are proposing for FSI and another foundation, complete both information sheets)**

- Physical Science

*With Laboratory or Demonstration Component must be 5 units (or more)*

- Life Science

*With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course?      Yes      No

If yes, please indicate the number of TAs \_\_\_\_\_

## 4. Indicate when do you anticipate teaching this course over the next three years:

2018-19	Fall Enrollment	_____	Winter Enrollment	_____	Spring Enrollment	_____
2019-20	Fall Enrollment	_____	Winter Enrollment	_____	Spring Enrollment	_____
2020-21	Fall Enrollment	_____	Winter Enrollment	_____	Spring Enrollment	_____

## 5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes      No

If yes, provide a brief explanation of what has changed:

Present Number of Units: \_\_\_\_\_ Proposed Number of Units: \_\_\_\_\_

## 6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

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Problem-solving

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Library & Information Literacy

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**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture: \_\_\_\_\_ (hours)
2. Discussion Section: \_\_\_\_\_ (hours)
3. Labs: \_\_\_\_\_ (hours)
4. Experiential (service learning, internships, other): \_\_\_\_\_ (hours)
5. Field Trips: \_\_\_\_\_ (hours)

**(A) TOTAL Student Contact Per Week** \_\_\_\_\_ (**HOURS**)

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

1. General Review & Preparation: \_\_\_\_\_ (hours)
2. Reading \_\_\_\_\_ (hours)
3. Group Projects: \_\_\_\_\_ (hours)
4. Preparation for Quizzes & Exams: \_\_\_\_\_ (hours)
5. Information Literacy Exercises: \_\_\_\_\_ (hours)
6. Written Assignments: \_\_\_\_\_ (hours)
7. Research Activity: \_\_\_\_\_ (hours)

**(B) TOTAL Out-of-class time per week** \_\_\_\_\_ (**HOURS**)

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** \_\_\_\_\_ (**HOURS**)

## Ancient Aliens: Immigration and Identity in the Ancient World

### Spring 2020

Today's global political climate has seen increased xenophobia and othering in the face of immigration and forced migration, population movements which have created innumerable instances of identity negotiation in mixed communities. Scholars of the ancient world have debated similar cases of political crisis and immigration in the past, attempting to better understand how the blending of culturally specific traditions, practices, and artifacts occurs and the corresponding effects on the individual actors involved. Many parallels can be drawn between ancient immigrants and immigrant groups today: they were often allowed to enter their new country to fill unpopular, laborious professions, while in some cases political decentralization and economic crisis provided opportunities to increase or assume power, resulting in a backlash which included their vilification by the "native" population. In other circumstances, foreigners were peacefully integrated into their new society, and often had significant influence over the cultures of their new homes.

After establishing the theoretical and methodological frameworks used to study foreign and immigrant identity in the ancient world, this course will survey individual case studies of immigrant-local interactions in regions like ancient Mesopotamia, Egypt, Greece, Nubia, Rome, the Levant, Anatolia, and Persia. The purpose of these case studies is not to develop a general grasp of ancient history in the Near East and Eastern Mediterranean, but to critically engage with and analyze the complex processes of identity negotiation that occurred in specific historical contexts. Beyond the region, each week will grapple with different themes, such as immigration and political propaganda, the blending of religion, the depiction of the "other" in art and text, etc. This course will explore multiple themes, debates, and questions concerning how archaeologists and historians study ancient identities and immigration, such as:

- How is identity constructed in the ancient world, and what sources survive which allow us to study it?
- Are ancient conceptions of race, ethnicity, and identity similar or different to today's?
- How do people encounter, deal with, write about, and depict foreignness?
- How are identity boundaries manufactured, advertised, and maintained?
- What does interaction between foreigners and locals look like through time? How did/do people live together?
- When do immigrants cease to be foreigners?
- Does racism and/or xenophobia exist in the ancient world?
- What caused immigration? How did the economy effect the reception of immigrants?
- How has the methodology and scholarship for examining questions of immigration and foreignness in the ancient world changed over time?

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Office: Humanities A78

Office Hours: Thursday 12:00-2:00pm or by appointment

Mailbox: 378 Humanities

## **Seminar Objectives:**

By the conclusion of this seminar, students will be able to:

1. Critically engage with and discuss cross cultural examples of immigration and identity from the ancient world and current events;
2. Compare and contrast immigration, its motivations, and its outcomes in both the ancient and modern world, nuancing differences in terms of socio-economic and historical circumstances;
3. Better understand the complex processes of identity negotiation which occur in contexts of immigration, as well as the diverse perspectives which can shed light on this issue – both ancient and modern;
4. Employ the theoretical frameworks of identity, ethnicity, and immigration utilized in the study of the ancient world;
5. Effectively utilize standard disciplinary methods of ancient source analysis to support a unique thesis;
6. Develop transferable critical thinking, communication, and public speaking skills via the presentation and final paper assignments, which will require the student to formulate a unique thesis founded on strong evidentiary support and a clear argument.

## **Course Work:**

Seminar will be held once a week, and students will be expected to come to class having read the readings assigned for that week in the time table. It is recommended that students keep a reading log where you can record any definitions, concepts, or examples given in the readings which they have questions or comments about, and this should also be brought to class to generate discussion. The seminar itself will feature a combination of lecture, short exercises, group and peer work, as well as discussions. This course will be based on active learning and engagement during group discussion, so participation is crucial and required.

## **Grading and Due Dates:**

10%	<b>Participation</b>
5%	<b>Short Response Paper 1</b> – due week 3
5%	<b>Short Response Paper 2</b> – due Week 4
5%	<b>Short Response Paper 3</b> – due Week 5
10%	<b>Paper Proposal</b> – due Week 7
20%	<b>Paper Draft</b> – due Week 9
20%	<b>“Difficult Reading” Presentation</b> – TBD by group
25%	<b>Final Paper</b> – due June 12

## Weekly Schedule

Week 1 - April 3	<p><b>Identity in the ancient world, an introduction:</b></p> <ul style="list-style-type: none"> <li>• Introduction to course structure and expectations</li> <li>• General overview of identity, its different aspects, and the relevant ancient sources</li> </ul> <p><b>What is Identity?</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Díaz-Andreu and Lucy 2005. Introduction, in <i>The Archaeology of Identity</i>.</li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Insoll 2007. An Introduction, in <i>The Archaeology of Identities</i>.</li> <li>• McInerney 2014. Ethnicity: An Introduction.</li> </ul>
Week 2 - April 10	<p><b>Identity and Immigration</b></p> <ul style="list-style-type: none"> <li>• Discussion of the theories and methods used to study ancient and modern identity and immigration</li> <li>• What ancient sources can we use (or not!) to study identity</li> </ul> <p><b>Identity and Immigration – Theoretical Frameworks</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Dummett 2001. Some General Principles.</li> <li>• Melnick 2006. Immigration and Race Relations.</li> <li>• Emberling 1997. Ethnicity in Complex Societies: Archaeological Perspectives.</li> </ul> <p>Presented Reading</p> <ul style="list-style-type: none"> <li>• Frahm 2006. Images of Assyria in Nineteenth and Twentieth Century Western Scholarship.</li> </ul>
Week 3 – April 17	<p><b>*SHORT RESPONSE PAPER 1 due</b></p> <p><b>Ancient Mesopotamia – Notions of the “other”</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Bahrani 2006. Race and Ethnicity in Mesopotamian Antiquity.</li> <li>• Emberling 2014. Ethnicity in Empire: Assyrians and Others.</li> </ul> <p>Presented Reading:</p> <ul style="list-style-type: none"> <li>• Beaulieu 2005. The God Amurru as Emblem of Ethnic and Cultural Identity</li> </ul> <p>Primary Sources we'll read and analyze together in class:</p> <ul style="list-style-type: none"> <li>• Excerpts from <i>The Marriage of Martu</i></li> <li>• Excerpts from <i>The Curse of Akkad</i></li> <li>• Excerpts from <i>The Kassite Nippur Archive</i></li> <li>• Excerpts from <i>The Annals of Rim Sin II</i></li> </ul>
Week 4 – April 24	<p><b>*SHORT RESPONSE PAPER 2 due</b></p> <p><b>Ancient Anatolia and the Levant – Motivations behind immigration</b></p> <p>Required Readings:</p>

	<ul style="list-style-type: none"> <li>Burke 2017. Amorites, Climate Change, and the Negotiation of Identity at the End of the Third Millennium BC.</li> <li>Killebrew 2014. Hybridity, <i>Hapiru</i>, and the Archaeology of Ethnicity in 2<sup>nd</sup> Millennium BCE Western Asia.</li> </ul> <p>Presented Readings:</p> <ul style="list-style-type: none"> <li>Larsen and Lassen 2014. Cultural Exchange at Kültepe.</li> <li>Koch 2014. Goose Keeping, Elite Emulation, and Egyptianized Feasting at Late Bronze Age Lachish.</li> </ul> <p>Primary Sources we'll read and analyze together in class:</p> <ul style="list-style-type: none"> <li>Excerpts from <i>The Amarna Letters</i></li> <li>Excerpts from <i>The Kanesh Archives</i></li> <li>Excerpts from <i>The Book of Kings</i></li> <li>Excerpts from <i>The Book of Ezra-Nehemiah</i></li> </ul>
Week 5 – May 1	<p><b>* SHORT RESPONSE PAPER 3 due</b></p> <p><b>Ancient Egypt and Nubia – Is Assimilation a bad word?</b></p> <p>Secondary Readings:</p> <ul style="list-style-type: none"> <li>Smith 2014. Nubian and Egyptian Ethnicity.</li> <li>Schneider 2010. Foreigners in Egypt: Archaeological Evidence and Cultural Context.</li> </ul> <p>Presented Readings:</p> <ul style="list-style-type: none"> <li>Van Pelt 2013. Revising Egypto-Nubian Relations in New Kingdom Lower Nubia: From Egyptianization to Cultural Entanglement.</li> <li>Buzon and Simonetti 2013. Strontium Isotope Variability in the Nile Valley: Identifying Residential Mobility during Ancient Egyptian and Nubian Sociopolitical Changes in the New Kingdom and Napatan Periods.</li> </ul> <p>Primary Sources we'll read and analyze together in class:</p> <ul style="list-style-type: none"> <li>Excerpts from <i>The Semna Stele</i></li> <li>Excerpts from <i>The Story of Sinuhe</i></li> <li>Excerpts from <i>The Prophecies of Neferti</i></li> </ul>
Week 6 – May 8	<p><b>The Hyksos – Anti-Foreigner Propaganda vs. Hybrid Reality</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>Bader 2011. Traces of Foreign Settlers in the Archaeological Record of Tell el-Dab'a /Egypt.</li> <li>Bietak 2016. The Egyptian Community in Avaris during the Hyksos Period.</li> </ul> <p>Presented Reading:</p> <ul style="list-style-type: none"> <li>Candelora 2019. The Delta as a Middle Ground.</li> </ul> <p>Primary Sources we'll read and analyze together in class:</p> <ul style="list-style-type: none"> <li>Excerpts from <i>The Kamose Stele</i></li> <li>Excerpts from <i>The Quarrel of Apepi and Seqenenre</i></li> <li>Excerpts from Manetho, <i>Aegyptiaca</i></li> </ul>
Week 7 – May 15	<b>*PAPER PROPOSAL due</b>

	<p><b>Ancient Greece – Depictions of the “other” in text and art</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Luraghi 2014. The Study of Greek Ethnic Identities.</li> <li>• Bonnet 2014. Greeks and Phoenicians in the Western Mediterranean.</li> </ul> <p>Presented Reading:</p> <ul style="list-style-type: none"> <li>• Hagedorn 2007. Looking at Foreigners in Biblical and Greek Prophecy.</li> </ul> <p>Primary Sources we'll read and analyze together in class:</p> <ul style="list-style-type: none"> <li>• Excerpts from Herodotus, <i>The Histories</i></li> <li>• Excerpts from Euripedes, <i>Medea</i></li> <li>• Excerpts from Euripedes, <i>The Persians</i></li> <li>• Excerpts from Homer, <i>The Odyssey</i></li> </ul>
Week 8 – May 22	<p><b>Ancient Persia – Empire, politics, propaganda and the approach to foreigners</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Gates-Foster 2014. Achaemenids, Royal Power, and Persian Ethnicity.</li> <li>• Dusinberre 2013. Empire and Identity in Achaemenid Anatolia.</li> </ul> <p>Presented Reading:</p> <ul style="list-style-type: none"> <li>• Kuhrt 1983. The Cyrus Cylinder and Achaemenid Imperial Policy.</li> </ul> <p>Primary Sources we'll read and analyze together in class:</p> <ul style="list-style-type: none"> <li>• Excerpts from <i>the Autobiography of Udjahorresnet</i></li> <li>• Excerpts from the <i>Cyrus Cylinder</i></li> <li>• Excerpts from <i>The Book of Ezra-Nehemiah</i></li> <li>• Excerpts from Herodotus, <i>The Histories</i></li> </ul>
Week 9 – May 29	<p><b>*PAPER DRAFT due in class</b></p> <p>Editing and Peer review exercises</p> <p><b>Ancient Rome – Empire, immigration and the meeting of religions</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Gruen 2014. Romans and Jews.</li> <li>• Rothe 2014. Ethnicity in the Roman Northwest</li> </ul> <p>Presented Reading:</p> <ul style="list-style-type: none"> <li>• Shaw et al. 2016. Identifying Migrants in Roman London using lead and strontium stable isotopes.</li> </ul> <p>Primary Sources we'll read and analyze together in class:</p> <ul style="list-style-type: none"> <li>• Excerpts from Lucan, <i>Pharsalia</i></li> <li>• Excerpts from Cassius Dio, <i>Roman History</i></li> <li>• Excerpts from Tacitus, <i>Agricola</i></li> <li>• Excerpts from Plutarch, <i>Life of Alexander</i></li> </ul>
Week 10 – June 5	<p><b>Conclusions: Immigration Today</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Orser 2001. Race and the Archaeology of Identity in the Modern World.</li> <li>• DeLeon 2012. “Better to be Hot than Caught”: Excavating the Conflicting Roles of Migrant Material Culture.</li> </ul> <p>AND CHOOSE ONE OF THE FOLLOWING:</p>

	<ul style="list-style-type: none"> <li>• Franklin 2001. The Archaeological Dimensions of Soul Food: Interpreting Race, Culture, and Afro-Virginian Identity.</li> <li>• Paynter 2001. The Cult of Whiteness in Western New England.</li> <li>• Dinnerstein and Reimers 1999. Whither Ethnic America? Assimilation into American Life.</li> <li>• Lightfoot, Martinez, and Schiff 1998. Daily Practice and Material Culture in Pluralistic Social Settings: An Archaeological Study of Culture Change and Persistence from Fort Ross, California.</li> <li>• Gabaccia 1999. Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of United States History.</li> </ul>
Finals Week	<b>PAPER DUE</b> June 12 via Turnitin.com

## Assignments:

Participation: Participation in class discussions is a critical component of the course. Each week, students will have readings that will inform that week's session, and it is imperative that students come to class ready to discuss the readings and apply their theoretical insights.

Short Response Papers: These three assignments are designed to get you thinking about the types of research questions archaeologists and historians pose about immigration and identity, as well as the methods they use to analyze it. These are meant to be informal responses to the prompts, 1-2 pages in length, and are constructed to get you thinking about what questions might interest you for your final paper, and how you could go about answering that question. See the final syllabus page for the specific prompts.

“Difficult Reading” Presentation: Each week, 1-2 students will be responsible to read and prepare a single article—typically a more complex theoretical discussion or case study—that the rest of the class has not read. They will then present this reading with a short lesson (10-15 minutes) and discussion. Student pairs will meet with me prior to their presentation so that we can go over the article together.

### Paper Proposal: (consists of three parts)

- a) Topic proposal - Please write one or two paragraphs addressing the following questions:
  - What is your research question(s)? What problem are you trying to solve/clarify?
  - What data exists to answer your research question? Include a initial description of the types of ancient evidence you could investigate for your topic.
  - What types of theories or methodologies have we discussed that might be useful?
  - Are there divergent opinions around your topic that would lead to controversy, or is there a scholarly consensus on the topic?
- b) Draft your working thesis statement
- c) Preliminary Annotated Bibliography - For at least one primary and 2 secondary sources you plan to use in your paper, provide the full bibliographic citation. Then write a paragraph summarizing the source and discussing how you will be using it in your paper.

Final Paper (and draft): Your paper assignment consists of three separate parts: the paper proposal, paper draft, and final paper. The paper itself is a research paper of 8-10 pages, and will rely on primary ancient source material – such as ancient texts, art, architecture, and/or archaeological evidence like artifacts or even human remains – to understand a case of identity in the context of interaction or immigration in the ancient world. Your paper should present a clear argument concerning *how* or *why* identities were altered, maintained, flexible, transient, etc., rather than a simple description of the evidence and what it tells us about ancient immigrants. You will need to utilize *at least 1* primary and 4 secondary sources for the research of this paper. This paper should challenge you to select a topic you find most interesting, and to develop it in terms of the themes that we explore in class. To help guide you in the selection of a topic, consider the following ideas as points of departure:

- Perform an in-depth analysis of a single context of immigration in the ancient world, examining how both foreign and local identities change in the course of this integration into a new community.
- Compare and contrast two cases that you find provocatively similar or different, analyzing why they have turned out this way – what about the socio-economic, political, or environmental context of these two cases is similar/different. The two cases could both be ancient, or potentially you could compare an ancient case with a modern one.
- Investigate the portrayal or perception of the foreigner in ancient texts or art, analyzing ancient conceptions of race and xenophobia and how it is communicated.
- Examine the influence an immigrant community had on its new home's culture over time, and analyze what social conditions allowed/encouraged this.
- Present a case where the textual or artistic record presents a drastically different picture of foreigners or immigrants than the archaeological material, and analyze why this disjunction exists.

The paper draft will be submitted in Week 8, and should be at least 7 pages – if your paper is not mostly developed, the editing process will not be very useful.

You may use MLA (parenthetical), APA, or Chicago (footnotes) for your citations. Just be consistent with whatever you choose. For a quick guide to these systems, see <http://www.libraries.iub.edu/index.php?pageId=337>. Please do not use endnotes.

**Grading Scale:**

<i>letter grade</i>	<i>points</i>	<i>achievement level</i>
A+	97-100	
A	94-96	Student has excellent knowledge of course concepts and the relevant source materials; has the skills to develop and sustain a scholarly argument on these topics in writing by carefully and meaningfully combining primary and reliable secondary sources.
A-	90-93	
B+	87-89	
B	84-86	Student has good knowledge of course concepts and the relevant source materials; can develop and sustain a scholarly argument on these topics in writing, but requires more training in carefully and meaningfully combining primary and secondary sources.
B-	80-83	
C+	77-79	
C	74-76	Student has rudimentary knowledge of course concepts and the relevant source materials; writing is driven by argumentation but lacks precision and clear organization.
C-	70-73	<i>*Please note that according to Registrar Policy, a student must earn a 73% or higher as their final grade to pass a course if the Pass/Fail option of grading is chosen.</i>
D+	67-69	
D	64-66	Student has limited knowledge of course concepts and the relevant source materials; writing is hardly driven by clear argumentation and tends to be disorganized.
D-	60-63	
F	0-59	Student has not acquired any knowledge of course concepts; has poor writing skills.

**Course Policies:**

Diversity, Inclusion, and the Classroom Environment: Due to the melting-pot nature of the United States, our own classroom has the potential to be an important source for modern identity and immigration issues. However, due to the controversial nature of the topic, and the diverse perspectives each student will bring to the table, it is imperative that the classroom environment be both professional as well as respectful. We will work together in the first week to establish a set of community guidelines that are equitable to all viewpoints and voices. It is also extremely important that you have a way to alert me of anything making you uncomfortable, so each week I will provide an opportunity for anonymous feedback and take this into account as the class proceeds.

Absences: If you are ill or are unable to make it to class for any reason, please let me know as far in advance as possible. In order to make up missed assignments, students will need to submit a valid doctor's note excusing the date(s) of the assignment, otherwise a zero grade will be

assigned. Excused absences will still need to complete a short summary of one of the readings in lieu of in-class participation for that session.

**Code of Conduct and Plagiarism:** All students will be held to UCLA's student conduct code, which also explains what constitutes plagiarism and the possible consequences thereof. ([http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct\\_Rev030416.pdf](http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf)). Plagiarism will be reported to the Dean of Students, as per university policy.

As per the Student Conduct Code 102.01c, "plagiarism includes, but is not limited to, the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the Student's original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the Student's own previous work as if it were the Student's original or new work. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam, computer program, oral presentation, or other work) must either be the student's own work, or must clearly acknowledge the source."

**Accessible Education:** Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu). Please also feel free (but not compelled) to discuss your individual needs or concerns directly with me, and I can coordinate with the CAE to accommodate you.

**Title IX:** The UC Policy on Sexual Violence and Sexual Harassment provides that any University employee who is not a Confidential Resource and who receives, in the course of employment, information that a student (undergraduate, graduate, or professional) has suffered sexual violence, sexual harassment or other prohibited behavior shall promptly notify the Title IX Officer or designee. However, UCLA also has confidential resources available for its students and employees. See <https://www.sexualharassment.ucla.edu/Confidentiality-And-Resources> for more information.

## **Short Response Paper Prompts:**

These three assignments are designed to get you thinking about the types of research questions archaeologists and historians pose about immigration and identity, as well as the methods they use to analyze it. These are meant to be informal responses to the prompts, 1-2 pages in length, and are constructed to get you thinking about what questions might interest you for your final paper, and how you could go about answering that question.

### Response Paper 1 – due Week 3

Chose one of these two selections from modern pop culture. Analyze the reception of the immigrants (and their families) in the clips. What aspects of their identities are creating connections in their new homes? What aspects of their identities are considered to be too foreign for locals to accept?

Fresh Off the Boat Lunch: <https://www.youtube.com/watch?v=FOm5lIky8nc>

<https://www.youtube.com/watch?v=OVHxriyAr1o>

Bend it Like Beckham: <https://www.youtube.com/watch?v=MtDwAHiDN-s>

<https://www.youtube.com/watch?v=mqdAluSLB9o>

### Response Paper 2 – due Week 4

In this paper, you will compare and contrast the representation of foreigners in the ancient world with current discourse. Chose either the selected ancient text or image and consider how it chooses to represent foreigners/foreignness and why. Find a modern text (if you chose the text – anything from a speech in a movie to a tweet) or a piece of modern visual culture (if you chose the image – anything from an advertisement to graffiti to “high art”), and analyze it in comparison to the ancient example. How does the modern example choose to represent foreignness? Can you determine a reason for this choice from the text or visual itself? Compare the modern and ancient approaches to foreignness.

### Response Paper 3 – due Week 5

In this paper, you will explore scientific methods used for the study of ancient immigration, as well as their associated ethical issues. Please read these three short news articles, and respond to the questions below.

<https://www.nationalgeographic.com/culture/2019/07/ancient-dna-reveal-phelistine-origins/>

<https://www.sciencemag.org/news/2019/07/biblical-phelistines-archenemies-ancient-israelites-hailed-europe-dna-reveals>

<https://www.jpost.com/Arab-Israeli-Conflict/Netanyahu-Archaeology-DNA-prove-Palestinians-not-native-to-Land-of-Israel-594872>

What does the scientific analysis actually demonstrate about this case of ancient immigration?

How many individuals were analyzed? Do you think this is a representative sample?

What is the issue with linking those individuals to their place of origin?

How do politicians and the media differ on the presentation of the evidence?

What do you think are the ethical issues involved in this kind of study and its possible cooption?

How would you proceed? Do you think we should/shouldn't do this kind of study? Why?



## New Course Proposal

### Ancient Near East 98T

### Ancient Aliens: Immigration and Identity in the Ancient World

**Course Number** Ancient Near East 98T

**Title** Ancient Aliens: Immigration and Identity in the Ancient World

**Short Title**

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of immigration and identity in the ancient world, with weeks devoted to Egypt, Greece, Rome, Anatolia, Mesopotamia, etc. Explore how identity was constructed in the ancient world (and now) when people moved to new places. What were the effects of immigration on host cultures? How did people encounter and depict foreignness? Did xenophobia exist then as now?

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows

**Syllabus** File [AN N EA 98T Candelora Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** **Instructor (Danielle Candelora) UID: 904033016**

**Professor Kara Cooney is the faculty mentor for this course. UID: 403155997**

**Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 19, 2019**

**Grading Structure** 10% Participation

5% Short Response Paper 1 ? due week 3

5% Short Response Paper 2 ? due Week 4

5% Short Response Paper 3 ? due Week 5

10% Paper Proposal ? due Week 7

20% Paper Draft ? due Week 9

20% "Difficult Reading" Presentation ? TBD by group

25% Final Paper ? due June 12

**Effective Date** Spring 2020

**Discontinue Date** Summer 1 2020

**Instructor** Name

Danielle Candelora

Title

Teaching Fellow

**Quarters Taught**

Fall

Winter

Spring

Summer

**Department Near Eastern Languages & Cultures**

AN N EA 98T

**Contact** Name

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**MICHELLE CHEN****mchen@teaching.ucla.edu****Routing Help****ROUTING STATUS****Role:** L&S FEC Coordinator - Ries, Mary (mries@college.ucla.edu) - 61225**Status:** Pending Action**Role:** CUTF Coordinator - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042**Status:** Approved on 8/14/2019 1:35:49 PM**Changes:** Grading Structure**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042**Status:** Submitted on 8/12/2019 12:59:42 PM**Comments:** Initiated a New Course Proposal**Back to Course List**[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)  
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