

# Program for an Introductory Course on Ancient Leadership

Society for Classical Studies, Annual Meeting 2016

Hilton San Francisco (Grand Ballroom)

Friday, January 8, 2016, 12:15-1:45 p.m.

Moderators: Joel Christensen (UT-San Antonio)

Norman Sandridge (Howard University, Center for Hellenic Studies)

contacts: [normansandridge@gmail.com](mailto:normansandridge@gmail.com); [christensen.joel@gmail.com](mailto:christensen.joel@gmail.com)

(See the original notice [here](#).)

## Part One (12:15-12:30 p.m.): The state of teaching ancient leadership

- Background on [Sunoikisis: A national consortium of Classics programs](#)
  - Example of the [Sunoikisis Iliad Course \(Spring 2014\)](#)
- Who is currently teaching leadership in the ancient world or something like it, e.g., in the form of modules of a larger course?
  - Joel's recent [syllabus](#) on ancient leadership.
  - Norman's recent [syllabus](#) on ancient leadership (Fall 2015)
  - An example of a [humanities leadership course](#) (with no ancient leadership) taught by Peter Kaufman at the Jepson School of Leadership Studies at the University of Richmond. See other examples [here](#). Here is a [full listing](#) of the leadership courses at the Jepson School.
- What has been the reception from students, faculty, administrators?
- What has worked and what hasn't?
  - Joel's [essay](#) on his experiences teaching ancient leadership.
  - An [example](#) of a student journal from an ancient leadership course on Medium.com. See especially Week #14.

## Part Two (12:30-12:45 p.m.): Goals and outcomes

- What are the questions a course on ancient leadership should try to answer?
- What should be the outcomes of a course on ancient leadership? In what ways can we hope to *train* future leaders?
- What, if any, are the practical differences between conceiving of this as an “introduction to ancient leadership” course versus a “leadership *as* introduction to the ancient world” course?
- How would an ancient leadership course compare to other thematic intro courses in the ancient world, e.g., myth, vocabulary building, ancient technology, and gender and sexuality--especially in terms of marketability?

## Part Three (1:00-1:15 p.m.): Nuts and bolts

- What should be the content for an ancient leadership course?
- What should be the temporal and geographical boundaries?
- What is the most compelling source material?

## Part Four (1:15-1:30 p.m.): Nuts and bolts (cont.)

- What are the most creative assignments we could come up with to meet the outcomes, esp. ones that might actually train students to be leaders?
- What kinds of data would we want to gather about the student activity and interest in the course?
- What collaborative/crowd-sourced research could we engage in?

## Part Five (1:30-1:45 p.m.): Pitfalls

- What could go wrong in teaching such a course?

## Part Six (1:45-2:00 p.m.): Next steps...

- Who will offer the *Sunoikisis* ancient leadership course next fall?

- Who expects to participate in some capacity?
- What are the next steps in course development?
  - identifying content
  - coordinating institutional schedules for the fall
  - developing the syllabus, assignments, collaborative activity
  - dates of next meetings?
- N.B. from March 3-7, 2016 at UT-San Antonio Joel and I and others will be workshopping two of the big questions about teaching and researching ancient leadership: (1) to what extent does studying the ancient world train you to be a leader today and (2) how well does the modern study of leadership help us understand ancient leaders?