**Race and Ethnicity in Classics Pedagogy: A Starter Pack**

This compilation of resources emphasizes open-access materials and is meant to be introductory and representative rather than comprehensive.

# Getting started

* [A land acknowledgment](https://chancellor.illinois.edu/land_acknowledgement.html)
* Contemporary conceptions and implications
	+ [Crash Course Sociology #3](https://www.youtube.com/watch?v=7myLgdZhzjo)4 [and #35](https://www.youtube.com/watch?v=gSddUPkVD24)
	+ [Race: The Power of an Illusion](https://www.racepowerofanillusion.org/clips/)
	+ [Understanding Race](https://understandingrace.org/)
	+ [Institutionalized Racism: A Syllabus](https://daily.jstor.org/institutionalized-racism-a-syllabus/?fbclid=IwAR0XqLV-pRS9aFSazieLHP2nGmRpFryEszsiYsd58qQeErrL6jriPqOFugI)
	+ [Teaching Indigeneity and the Classics: A Syllabus](https://everydayorientalism.wordpress.com/2020/09/09/teaching-indigeneity-and-the-classics-a-syllabus/)
* Classroom dynamics
	+ [Interrupting Microaggressions](https://drive.google.com/file/d/181cnqICRzWyYCrAjBYbpaa1puA_s9NKV/view?usp=sharing)
	+ [Strategies for Facilitating Group Discussions](https://drive.google.com/file/d/1KCf3Cd-NkDGEaQMnDw0AO4H0cXtfEkO8/view?usp=sharing)
	+ [Suggested Ground Rules](https://drive.google.com/file/d/1O4nA2-OUEGgMg9DNktILFNNq7nMEkops/view?usp=sharing)
	+ [Responding to Difficult Moments](http://crlt.umich.edu/multicultural-teaching/difficult-moments)

# Race and ethnicity in Greco-Roman antiquity

* [Sarah Derbew, An Investigation of Black Figures in Classical Greek Art](http://blogs.getty.edu/iris/an-investigation-of-black-figures-in-classical-greek-art/)
* [Benjamin Isaac, The Invention of Racism in Classical Antiquity](http://www.jstor.org/stable/j.ctt4cgcwr)
* [Rebecca Futo Kennedy, Is there a 'race' or 'ethnicity' in Greco-Roman Antiquity?](https://rfkclassics.blogspot.com/2019/04/is-there-race-or-ethnicity-in-greco.html)
* [Denise McCoskey, Race: Antiquity and Its Legacy](https://www.bloomsbury.com/us/race-9781350125001/)
* [Multiculturalism, Race, and Ethnicity in Classics Consortium](https://www.facebook.com/groups/mrecc/?ref=share)
* [Rethinking Descriptions of Black Africans in Greek, Etruscan, and Roman Art](http://blogs.getty.edu/iris/rethinking-descriptions-of-black-africans-in-greek-etruscan-and-roman-art/)
* [Frank M. Snowden, Blacks in Antiquity](https://hdl-handle-net.proxy2.library.illinois.edu/2027/heb.31888)

# Decolonizing and diversifying

* [Sarah Bond, History From Below](https://sarahemilybond.com/)
* [Katherine Blouin, Aven McMaster, David Meban & Zachary Yuzwa, Indigenizing](https://everydayorientalism.wordpress.com/2019/05/23/indigenizing-classics-a-teaching-guide/) [Classics: A Teaching Guide](https://everydayorientalism.wordpress.com/2019/05/23/indigenizing-classics-a-teaching-guide/)
* [Elena Giusti, Decolonizing Blackness, alongside the Classics Curriculum: A](https://warwick.ac.uk/fac/arts/classics/students/modules/africa/interview/sarahderbew) [conversation with Dr Sarah Derbew](https://warwick.ac.uk/fac/arts/classics/students/modules/africa/interview/sarahderbew)
* [Chiara Graf, The Classics, (Post)Colonialism, and Reception Studies: An Interview](https://everydayorientalism.wordpress.com/2017/02/01/the-classics-postcolonialism-and-reception-studies-an-interview-with-phiroze-vasunia/) [with Phiroze Vasunia](https://everydayorientalism.wordpress.com/2017/02/01/the-classics-postcolonialism-and-reception-studies-an-interview-with-phiroze-vasunia/)
* [Daniel Heath Justice, Why Indigenous Literatures Matter](http://search.ebscohost.com.proxy2.library.illinois.edu/login.aspx?direct=true&db=nlebk&AN=1791459)
* [Rachel Mairs, Teaching Cleopatra: Six Classroom Activities](https://everydayorientalism.wordpress.com/2019/05/18/teaching-cleopatra-six-classroom-activities/)
* [Postcolonialism: WTF? An Intro to Postcolonial Theory](https://www.youtube.com/watch?v=jbLyd0mQwIk)
* [Krishnan Ram-Prasad, Reclaiming the Ancient World](https://eidolon.pub/reclaiming-the-ancient-world-c481fc19c0e3)
* [Linda Tuhiwai Smith, Decolonizing Methodologies: Research and Indigenous](https://ebookcentral.proquest.com/lib/uiuc/detail.action?docID=1426837) [Peoples](https://ebookcentral.proquest.com/lib/uiuc/detail.action?docID=1426837)
* Susan Stephens and Phiroze Vasunia, Introduction to Classics and National Cultures

# Slavery

* [Dani Bostik, Teaching Slavery in the High School Latin Classroom](https://medium.com/in-medias-res/teaching-slavery-in-the-high-school-latin-classroom-ce4146827abe)
* [Page duBois, Teaching the Uncomfortable Subject of Slavery](https://muse.jhu.edu/book/34777)
* [Kelly Dugan, “The ‘Happy Slave’ Narrative and Classics Pedagogy” New England](https://crossworks.holycross.edu/necj/vol46/iss1/5/) [Classical Journal, 46 (1) 62-87.](https://crossworks.holycross.edu/necj/vol46/iss1/5/)
* [P. Gabrielle Forman et al., “Writing about Slavery/Teaching About Slavery: This might](https://docs.google.com/document/d/1A4TEdDgYslX-hlKezLodMIM71My3KTN0zxRv0IQTOQs/mobilebasic) [help.”](https://docs.google.com/document/d/1A4TEdDgYslX-hlKezLodMIM71My3KTN0zxRv0IQTOQs/mobilebasic)
* [Samuel Ortencio Flores, Teaching Ancient Slavery in the South](https://classicalstudies.org/scs-blog/samuel-ortencio-flores/blog-teaching-ancient-slavery-south)
* [Barbara Gold, Teaching Ancient Comedy: Joking About Race, Ethnicity, and](https://muse.jhu.edu/book/34777) [Slavery](https://muse.jhu.edu/book/34777)
* [Denise McCoskey, “The Subjects of Slavery in 19th-Century American Latin](https://www.jstor.org/stable/10.5184/classicalj.115.1.0088#metadata_info_tab_contents) [Schoolbooks,” CJ 115.1 (2019) 88-113.](https://www.jstor.org/stable/10.5184/classicalj.115.1.0088#metadata_info_tab_contents)
* [SPLC: Teaching Hard History](https://www.splcenter.org/20180131/teaching-hard-history)
* [Kostas Vlassopoulos, “Greek Slavery: From Domination to Property and Back](https://www.jstor.org/stable/41722136?seq=1&metadata_info_tab_contents) [Again,” JHS 131 (2011) 115-130.](https://www.jstor.org/stable/41722136?seq=1&metadata_info_tab_contents)

# Immigration

* [Rebecca Futo Kennedy, Immigrant Women in Athens (Routledge 2014).](https://books.google.com/books/about/Immigrant_Women_in_Athens.html?id=CKtOngEACAAJ)
* [Demetra Kasimis, The Perpetual Immigrant and the Limits of Athenian Democracy](https://www.cambridge.org/core/books/perpetual-immigrant-and-the-limits-of-athenian-democracy/3EB5EF4F81EF5802F28E9E51C671884B) [(CUP 2018).](https://www.cambridge.org/core/books/perpetual-immigrant-and-the-limits-of-athenian-democracy/3EB5EF4F81EF5802F28E9E51C671884B)
* [Susan Lape, Race and Citizen Identity in the Classical Athenian Democracy (CUP](https://www.cambridge.org/core/books/race-and-citizen-identity-in-the-classical-athenian-democracy/2D91025C12CB21A9DC8E635214D43A92) [2010)](https://www.cambridge.org/core/books/race-and-citizen-identity-in-the-classical-athenian-democracy/2D91025C12CB21A9DC8E635214D43A92)
* [Dan-el Padilla Peralta, Barbarians Inside the Gate (2015)](https://eidolon.pub/barbarians-inside-the-gate-part-i-c175057b340f)
* [Zoe Stamatopoulou, One-week Module on Ancient and Modern Migration (2017)](https://scalar.usc.edu/works/ancient-leadership-in-the-era-of-donald-trump/our-only-goal-will-be-the-western-shore)

**People of Color and the Study of Greco-Roman Antiquity: Some perspectives**

* [John Bracey, Why Students of Color Don’t Take Latin](https://eidolon.pub/why-students-of-color-dont-take-latin-4ddee3144934)
* [Claire Catennacio, A Conversation with SCS President-Elect Shelley Haley](https://classicalstudies.org/scs-blog/claire-catenaccio/blog-women-classics-conversation-scs-president-elect-shelley-haley-part-i)
* [Elizabeth Cook-Lynn, “You May Consider Speaking About Your Art,” in Swann and](https://drive.google.com/file/d/15is-rjveOwAHVlDUonVmrSnDCuTNI7pc/view?usp=sharing) [Krupat, eds., I Tell You Now: Autobiographical Essays by Native American Writers](https://drive.google.com/file/d/15is-rjveOwAHVlDUonVmrSnDCuTNI7pc/view?usp=sharing)
* [Yung In Chae, White People Explain Classics To Us](https://eidolon.pub/white-people-explain-classics-to-us-50ecaef5511)
* [Oxford Classicists of Colour](https://twitter.com/POCinClassics)
* [Dan-el Padilla Peralta, Some thoughts on AIA-SCS 2019](https://medium.com/%40danelpadillaperalta/some-thoughts-on-aia-scs-2019-d6a480a1812a)
* [Patrice D. Rankine, “The Classics, Race, and Community-Engaged or Public](https://muse.jhu.edu/article/726222) [Scholarship,” AJP 140.2 (2019): 345–359.](https://muse.jhu.edu/article/726222)
* [Carter Revard, “Walking Among the Stars,” in Swann and Krupat, eds., *I Tell You*](https://drive.google.com/file/d/1GrBH1ZdoxMvbqgdU2q9fbXsnFTSJgyBh/view?usp=sharing)[*Now*](https://drive.google.com/file/d/1GrBH1ZdoxMvbqgdU2q9fbXsnFTSJgyBh/view?usp=sharing)
* [Michele Ronnick, Celebrating the Scholarship of W.S. Scarborough and the](https://classicalstudies.org/scs-blog/michele-valerie-ronnick/blog-celebrating-scholarship-ws-scarborough-and-contributions) [Contributions of African American Classicists](https://classicalstudies.org/scs-blog/michele-valerie-ronnick/blog-celebrating-scholarship-ws-scarborough-and-contributions)
* [Vanessa Stovall, The Birth of a Muthos](https://medium.com/ad-meliora/the-birth-of-a-muthos-df48606917e5)
* [Lucia Tang, On Guilty Pleasures](https://eidolon.pub/on-guilty-pleasures-2db5bd189c7f)
* [Mathura Umachandran, Fragile, Handle With Care](https://eidolon.pub/fragile-handle-with-care-66848145cf29)
* [Djesika Bel Watson and Stefani Echeverría-Fen, On Not Knowing (How to Pay for)](https://eidolon.pub/on-not-knowing-how-to-pay-for-greek-d394596c5d19) [Greek](https://eidolon.pub/on-not-knowing-how-to-pay-for-greek-d394596c5d19)
* [Helen Wong, Classics Makes Me Happy. Is That Enough?](https://eidolon.pub/classics-makes-me-happy-is-that-enough-a5a9f19a63af)

# Classics and white supremacy

* [Kwame Anthony Appiah, There Is No Such Thing As Western Civilization](https://www.theguardian.com/world/2016/nov/09/western-civilisation-appiah-reith-lecture)
* [Katherine Blouin, Teaching the Ancient Mediterranean beyond the Classics: A](https://everydayorientalism.wordpress.com/2018/12/28/teaching-the-ancient-mediterranean-beyond-the-classics-a-syllabus/) [Syllabus](https://everydayorientalism.wordpress.com/2018/12/28/teaching-the-ancient-mediterranean-beyond-the-classics-a-syllabus/)
* [Katherine Blouin and Girish Daswani, Teaching the Intersection Between Classics,](https://everydayorientalism.wordpress.com/2018/02/26/teaching-the-intersection-between-classics-anthropology-and-colonialism/) [Anthropology, and Colonialism](https://everydayorientalism.wordpress.com/2018/02/26/teaching-the-intersection-between-classics-anthropology-and-colonialism/)
* [Sarah Bond, Why We Need to Start Seeing the Ancient World in Color](https://hyperallergic.com/383776/why-we-need-to-start-seeing-the-classical-world-in-color/)
* [Tom di Giulio, Five Tips for Teaching Racial Competency with Racially Biased](https://medium.com/ad-meliora/five-tips-for-teaching-racial-competency-with-racially-biased-textbooks-708706aa04cc) [Textbooks: A 21st Century Skill for Classicists](https://medium.com/ad-meliora/five-tips-for-teaching-racial-competency-with-racially-biased-textbooks-708706aa04cc)
* [Rebecca Futo Kennedy, We Condone It By Our Silence](https://eidolon.pub/we-condone-it-by-our-silence-bea76fb59b21)
* [Pharos: Doing Justice To The Classics](https://pages.vassar.edu/pharos/)
* [Sarah Teets, Classical Slavery and Jeffersonian Racism](https://eidolon.pub/classical-slavery-and-jeffersonian-racism-28cbcdf53364)

# Want more?

* [Black-Centered Resources for Ancient Mediterranean Studies](https://docs.google.com/document/d/1Ktd0wxlAeuMsK99uIH1-tY1G8DJ5r8SdxrW2SMmK-2E/edit)
* [Classics and Social Justice](https://classicssocialjustice.wordpress.com/race-and-ethnicity/)
* [Diotima](https://diotima-doctafemina.org/)
* [Eos](https://www.eosafricana.org/)
* [Eidolon](http://eidolon.pub/)
* [Everyday Orientalism](https://everydayorientalism.wordpress.com/)
* [Multiculturalism, Race & Ethnicity in Classics Consortium](https://multiculturalclassics.wordpress.com/)